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ABSTRACT

The book contains guidelines for a competency-based entry-level curriculum in therapeutic recreation. An introductory session discusses the rationale for and process of developing a competency-based curriculum. Suggested learning activities and performance criteria are listed for each objective in the following 10 modules: philosophical and theoretical foundations; normal human growth and development; orientation to disability groups; programming and evaluation of therapeutic recreation services; introspection and communication; group dynamics and leadership; activity analysis, selection, adaptation; professionalism; and roles and functions of related disciplines and interprofessional relationships. (CL)

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THERAPEUTIC RECREATION EDUCATION:

Guidelines for a Competency-Based Entry-Level Curriculum

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By Jerry D. Kelley • Gary M. Robb • Wook Park • Kathleen J. Halberg •

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Guidelines for a Competency-Based Entry-Level Curriculum

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FOREWORD

Therapeutic Recreation Education: Guidelines for a Competency-Based Entry-Level Curriculum, represents the culmination of more than five years of effort involving curriculum development experts and therapeutic recreation educators across the nation. The Bureau of Education for the Handicapped, United States Office of Education, Department of Health, Education and Welfare, through its financial sponsorship of two Special Projects awarded to the University of Illinois and the National Recreation and Park Association, is pleased to have played a major role in supporting this highly significant educational undertaking.

The curriculum guidelines contained in this book constitute the first major effort by B.E.H. to assist in the development of a comprehensive approach to professional preparation for entry-level workers in therapeutic recreation; however, the initial efforts of B.E.H. goes back almost seven years when a Special Project Grant was awarded to the American Alliance for Health, Physical Education and Recreation. Aimed at the post graduate level, the AAHPER project produced the first list of identified competencies for professional preparation in the field. Concurrent with this project, seven colleges and universities were awarded Training Grants to assist in upgrading the quality of postgraduate preparation.

B.E.H. has continued this support in subsequent years. Currently, twenty colleges and universities are receiving financial assistance in curriculum development. Additionally, Special Project Grants have been awarded to Temple University and George Washington University to facilitate the development of comprehensive curriculum guidelines at the postgraduate and paraprofessional levels.

The close coordination of these many projects and programs has made it possible for the field of therapeutic recreation to move more closely toward standardized educational preparation at all levels. The cooperation between the institutions of higher education and the National Therapeutic Recreation Society gives one reason for optimism that these many developments will soon be reflected in the accreditation and registration programs being advanced at the national and state levels.

The curriculum materials contained in this book are extremely valuable in terms of the total effort to upgrade the quality of education and training in the field of therapeutic recreation. While work continues to improve upon the foundation established by these guidelines, it should be clear to all future curriculum development experts that this publication represents a benchmark achievement.

The rich and broad resources offered in this book attests to the high quality of professional work of the authors and the many contributors around the nation. However, a special word of commendation and praise must be given to Jerry Kelley, project director, and Gary Robb, coordinator, who together provided the expertise and guiding leadership which resulted in these outstanding curriculum materials.

The Bureau of Education for the Handicapped is pleased to have played a role in facilitating the production of this book. We share the author's hope that these materials will contribute to the development of exemplary recreation services to the nation's handicapped children and youth.

William A. Hillman, Jr.

PREFACE

This workbook contains guidelines for a competency-based entry-level curriculum in therapeutic recreation which has been developed over the past four years under the auspices of two Special Project Grants from the Unit of Programs in Physical Education and Recreation, Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. The first Special Project Grant was awarded to the Department of Leisure Studies at the University of Illinois in 1973. The more recent project was awarded to the National Recreation and Park Association.

Chapter one of this workbook presents the basic rationale employed by the ICCP in the development of curriculum guidelines. Building on the discussion presented in chapter one of the previous publication, it briefly reviews the methods employed in the development of the guidelines, it provides the framework adopted for the translation of empirical competency data into content units or learning modules, it discusses the pragmatic and theoretical problems encountered in formulating the curriculum design, and gives a brief summary discussion of the central focus of content emphasized in each module.

Chapter two, which is the major chapter of this workbook provides the recommended guidelines for the training of entry-level professionals. As an introduction to these guidelines, some attention is focused on establishing the basic frame of reference of the authors regarding three principle issues: (1) the current and future direction of the field of therapeutic recreation from a philosophical and pragmatic perspective, (2) the current and future employment expectations for workers in the field, and (3) the rationale for operationalizing the body of knowledge in the development of curriculum guidelines.

The curriculum guidelines reflect an educational endeavor involving literally hundreds of professionals within the field and in related areas. It also reflects the influence of many local, state, and national organizations, agencies, and institutions which have had direct input into the developmental activities.

With no apologies offered or intended, the reader should be reminded that this project marks the first time that educators in the field have attempted to develop guidelines for a standardized entry-level curriculum on this scale and magnitude. For this reason, there have been many problems and limitations which have been acknowledged throughout. The authors will continue their efforts to correct these apparent shortcomings in future publications. Regardless, the materials contained in these guidelines reflect a major step toward improving the quality of training programs for entry-level professionals in the field of therapeutic recreation. It is our hope that you will find this workbook helpful and useful, and that ultimately the implementation of the guidelines will result in improved services for handicapped and disabled persons throughout the nation.

Jerry D. Kelley

PART ONE

Discussion and Rationale for a Competency-Based Entry-Level Curriculum in Therapeutic Recreation

Studies undertaken at the national level in the late 1960's (Hawkins and Verhoven, 1968; and Verhoven, 1969) and subsequent studies at the University of Illinois at Urbana-Champaign in the early 1970's (Kelley and Jeanrenaud, 1971; and Kelley and Austin, 1972), provided some of the first empirical data on manpower and training needs in the field of therapeutic recreation. One of the major revelations of these early studies was the discovery that those recreation personnel who had greatest contact with disabled and handicapped people, of all age categories and in all disabled groups, had little or no formal training. Furthermore, few of the existing educational institutions involved in training therapeutic recreation personnel were addressing themselves to the basic training needs of the entry-level worker.

As is often the case with applied research, more questions were raised by these early studies than were answered. Through a grant from the Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, state of Illinois, the therapeutic recreation specialist in the Office of Recreation and Park Resources at the University of Illinois began to explore some of those issues with the intention of formulating a state plan to guide the training of therapeutic recreation personnel.

Some of the questions which guided early inquiries included:

- Is there a significant population of handicapped persons not currently receiving recreation services because of a shortage of adequately trained personnel?
- Do the services currently provided by "untrained" personnel and volunteers adequately meet the needs of the disabled and handicapped populations?
- Is the current population of disabled and handicapped likely to increase, decrease, or remain static in the years ahead?
- Is the field of therapeutic recreation sufficiently well developed as a professional discipline to merit the differentiation of entry and advanced roles for professional functioning?
- Has the body of knowledge developed by the field of therapeutic

recreation reached a level of maturity and sophistication of adequate scope to justify the formulation of a "standardized" model curriculum at the entry-level?

- Would it be desirable to develop a two-year career-oriented training program in therapeutic recreation in Illinois and, if so, would directors and administrators of institutions and agencies providing services to disabled and handicapped populations employ graduates of such programs?
- Would graduates of two-year entry-level degree programs receive pay commensurate with their increased training?
- Would a large number of two-year entry-level graduates entering the job force affect the employability of graduates of four-year colleges and universities?
- What impact would these new graduates have on the employment status of "untrained" personnel currently holding many of the entry-level positions in the field?
- Would the professional society (National Therapeutic Recreation Society) and the various standard setting organizations acknowledge the two-year graduate as an entry-level professional and afford him or her the same status and professional privileges as the four-year graduates?
- Is the potential of students who enter two-year "career-oriented" community college curricula equal to that of students entering four-year curricula?

While not all of these questions were answered during these preliminary investigations, the data did suggest a definite need for providing training opportunities for entry-level workers. Several conclusions derived from these inquiries had direct bearing on subsequent developments:

1. Most entry-level positions were held by either untrained personnel or persons who had been trained in another field, but were currently employed as therapeutic recreation workers.
2. Little effort had been undertaken to define job functions or competencies required for entry-level workers.
3. While several two-year colleges had started training programs to prepare entry-level workers, no national standards or guidelines were available to give direction to future training activities.

In late 1972, a proposal was prepared in anticipation of obtaining federal support for a project that would develop and evaluate a model two-year competency-based curriculum to train entry-level professionals for the field of therapeutic recreation.

In the spring of 1973, the unit on Physical Education and Recreation, Bureau of Education for the Handicapped, Department of Health, Education and Welfare, awarded a three year Special Project Grant to the

Department of Leisure Studies, University of Illinois at Urbana-Champaign for the purpose of developing and disseminating a model curriculum. Because the previous project publication *Therapeutic Recreation Education: Developing a Competency-Based Entry Level Curriculum* (Kelley, Robb, Park, and Halberg, 1976) goes into some detail in reporting the activities of the project, it will not be the purpose of this chapter to repeat that discussion. Rather, it will be the intention to review the methods employed in the development of the curriculum guidelines which are presented in a later section and to establish the basic rationale behind their development.

Review of Curriculum Development and Evaluation Activities

The major activities of curriculum development began in the fall of 1973. It was soon discovered that insufficient knowledge existed within the field concerning the job functions and competencies required of entry-level personnel. There was even some question and disagreement about the meaning of the term entry-level.

The original proposal specified that the question concerning job functions and competencies might be resolved by convening a panel of national experts from the field to come up with the information necessary to provide the foundation for beginning curriculum development activities. This plan, typical of the approach employed in many curriculum development projects, was quickly modified when it became clear that the task of identifying job functions and competencies was far too large and complicated to be undertaken by an expert panel. The need for greater input from practitioners in the field became obvious.

A more systematic plan involving the use of the Delphi Technique (see description in chapter 5, p. 59, Kelley, *et al.*, 1976) was subsequently implemented. The goal was to obtain job-related competency input from "advanced" Illinois professionals who were the employers of entry-level practitioners. Later, a similar study of actual entry-level workers was conducted using a modified Delphi Technique. It was hoped that the analysis of these data would yield a more objective definition of job functions and performance expectations. With that information, major curriculum decisions could be made.

Since the raw data from these studies were discussed in some detail in the previously mentioned book, they will not be presented here; however, later in this chapter attention will be given to those implications relevant to curriculum development.

The results of these studies were subsequently submitted for review by a national expert panel comprised of leading educators and practitioners in the field of therapeutic recreation. Considerable consensus began to emerge from the panel's review and synthesis activities. However, it was felt that further validation of the competencies would be required if the project

hoped to meet its objective of providing national guidelines and recommended standards that would be representative of and broadly accepted by the field. This realization led to the formulation and implementation of a national competency study, the findings of which are reported in the previous publication.

The point in restating these preliminary steps in this chapter is to call to the attention of the reader the major problems which needed to be resolved prior to the actual development of the curriculum. The project timetable called for a field-test of the curriculum in the three participating community colleges in the fall of 1974.

To add to this sense of urgency, each of the community colleges—Triton College, River Grove; Parkland College, Champaign; and Moraine Valley Community College, Palos Hills—was required by state policy to submit curriculum materials to the Illinois Community College Board during the winter months preceding the next academic year. In other words, this meant that each of the community colleges would be locked into a curriculum structure and course outlines prior to defining competencies upon which the curriculum would actually be based.

To prepare for curriculum development efforts and prevent further delay during this period, considerable staff time was devoted to identifying and collecting resources which might ultimately be used. However, the actual curriculum construction activities did not begin until the summer of 1974, when the data from the national competency study became available.

The first two courses which had been previously approved by the Illinois Community College Board were modified, redesigned, and ready for implementation just prior to the opening of the fall term. Alterations were made by following as closely as possible the principles of competency-based education and utilizing the empirical data generated by the national competency study. For the new instructors, who had begun their employment with the project earlier in the summer, it meant that during these early stages their input in terms of curriculum development activities was somewhat limited.

While evaluation methods will be presented later, it should be stressed here that in concert with curriculum implementation, an extensive effort was undertaken to provide formative evaluation data on the effectiveness of the curriculum even at this early stage. The programmed interaction between curriculum evaluation and implementation was an integral part of the on-going curriculum development, modification, and revision activities.

The total curriculum was finally completed in June of 1975, thus setting in motion the third-year activities of the project. These activities were to be devoted primarily to curriculum evaluation and revision. Third-year activities began in late June when two newly selected panels of national therapeutic recreation experts were invited to assist the project staff in the first stage of a year-long process of evaluation and revision. The first panel (Mr. David C. Park, Executive Secretary, National Therapeutic Recreation Society; Dr. Gerald S. O'Morrow, Professor, Indiana State University; and

Ms. Mary Miller, private consultant) spent three days evaluating the first two field practicum experiences. The third field practicum, which was to be introduced in the second academic year, was still in the preliminary stage of formulation at the time and had received no field testing. The panel was provided with data obtained from the on-going formative evaluation of these programs. They visited with students, instructors, and field practicum supervisors and prepared a written report (ICCP, Evaluation Report No. 1, 1975) containing recommendations for revisions to be implemented during the final project year.

The second panel (Mr. Lee Meyer, University of North Carolina; Dr. David Austin, North Texas State University; and Dr. Carol Peterson, Michigan State University) spent 10 days reviewing curriculum materials, talking with students, instructors, and project staff members, and preparing a report offering recommendations for curriculum revisions. The findings and recommendations of this panel may also be found in the above mentioned evaluation report.

It became obvious from the findings and recommendations of the two panels and from continued staff assessment of the curriculum structure adopted for implementation and field-testing in each of the participating community colleges that the structure would not be suitable in its existing format as a model to be recommended for national dissemination.

Every effort had been made to follow the principles of competency-based education in the development of the curricula for the participating colleges; however, some accommodations were necessary to fit the curricula to the needs of the participating colleges. While experience did indicate that these accommodations made the curricula more acceptable for the three Illinois colleges, it raised serious problems in terms of generalizability at the national level.

It was felt that the guidelines for a model curriculum for national dissemination ought to adhere closely to the principles of competency-based education and needed to be organized into a type of format that would allow curriculum users greater flexibility in adapting the modules to needs that might exist in their own settings.

What this new strategy meant, in a practical sense, was the application of a new approach or a dual approach for the activities of the third project year. It meant continuing evaluation and revision of the curricula in the three community colleges. But more important, it meant refocusing staff time and attention on the development of a separate modularized curriculum for national dissemination. Obviously, this was not perceived as a totally new or separate task because the foundation for the modularized curriculum would be constructed from the existing content, knowledge, and experience gained from the implementation of the three community college programs. It did, however, call for a fresh critical look at the materials generated during the first two years of project implementation and a major redesign of the curriculum structure.

It has already been noted that the approach to curriculum design em-

ployed during this phase did not conform strictly to the competency-based approach described in the previous publication. It was felt that the aforementioned design strategy was perhaps too rigid and might not be conducive to processing all of the input in the given time frame. Further, it was felt that a flexible model would be more useful in terms of utilizing fully the experiences of expert input as well as utilizing empirical data generated through formative evaluation activities.

The model that was ultimately employed was a combination of the competency-based and "naturalistic" approach to curriculum design. In the "naturalistic model" the emphasis is not placed so much on the product, but more on the process by which curriculum design decisions are made. Briefly stated, this approach emphasizes the processing of information systematically through "deliberations." The main operations in curriculum deliberations are (1) formulating decision points, (2) devising alternative choices at these decisions points, (3) considering arguments for and against suggested decision points and decision alternatives, and finally, (4) choosing the most defensible alternative subject to acknowledge constraints (Walker, 1971).

Thus, the project followed one basic approach (the competency-based model) during the initial two years of curriculum development activities, but subsequently employed a more flexible multiple approach in deriving the guidelines for national dissemination. It should be stressed as a point of clarification, however, that every effort was made to utilize all evaluative data generated through the field tests of the three community college curricula where those data supplied guidance for judgment deliberations.

These deliberations began with a systematic reassessment of the empirical data taken from the ICCP National Competency Study. The data were statistically analyzed and subjected to "judgment deliberations" to derive a set of basic assumptions or hypotheses about the definition of the field of therapeutic recreation, the job functions and role expectations for entry-level professionals, and the body of knowledge required to train workers. These basic assumptions or hypotheses supplied the foundation for reorganizing all curriculum materials into 10 primary learning areas which are presented later in this publication as curriculum modules.

The competency statements, the learning objectives implemented in the three community college programs, and the input from the formative evaluation activities were further analyzed and subjected to staff and expert deliberations; some forty-nine new or revised learning objectives were subsequently constructed.

In the same manner, all learning activities previously developed and tested in the community college programs were evaluated and revised to gain consistency with the revised objectives. Also, at this time, a systematic effort to further analyze the learning activities was initiated to specify the basic evaluation criteria that would be used. The intention was to establish criteria to assess student performance levels prior to beginning study on a module and to provide an instrument that would determine if the student

did, in fact, meet the competency levels prescribed by the objectives.

Since the guidelines published in this book are presented in a preliminary form, they should be acknowledged as being suggestive of the final recommended competency-based curriculum, rather than as conclusive and/or comprehensive. However, to ensure that the materials would be as comprehensive and complete as possible and that they would reflect the best judgment available, a group of eleven therapeutic recreation experts were invited to join the project staff for three days of in-depths analysis of all modules and curriculum content units to be presented in this publication.

The experts, selected on the basis of their recognized scholarship and expertise in the learning areas covered by each module or content unit, were invited to participate on one or more of three separate panels scheduled over a six-week period. Where possible, experts who had previously served in an evaluative or consulting capacity with the project were selected. The panelists were: Dr. David Austin, North Texas State University; Mr. Charles Beetz,* Parkland College; Dr. Marcia Carter, Eastern Kentucky State University; Dr. David Compton, National Recreation and Park Association; Mr. Gerald Hitzhusen, University of Missouri, Columbia; Mr. Lee Meyer, University of North Carolina, Chapel Hill; Ms. Mary Miller, private consultant; Dr. Gerald O'Morrow, Indiana State University; Mr. David Park, The George Washington University; Dr. Carol Peterson,* Michigan State University; and Dr. Jean Tague, California State University, Northridge.

It should be mentioned that two of the panelists were selected not only for their expert knowledge in a given area, but also because of the important positions they occupy in the committee structure of the National Therapeutic Recreation Society. Dr. Gerald O'Morrow was and still is the current chairperson of the Committee on Standards and Accreditations, and Ms. Mary Miller is the current chairperson of the Subcommittee on Standards for Field Practicum Programs.

Given this general orientation of the process employed in developing the curriculum guidelines, attention is now directed at the basic framework and conceptual model for curriculum development.

Developing the Framework for the Entry-Level Curriculum

It has been a common practice of curriculum writers in therapeutic recreation to design and offer educational programs based upon their own intuitive knowledge and experience in the field. As a result, instructional

*Did not actually attend panel sessions, but made an important contribution through written communications.

materials are often compiled from various sources with little or no clarification as to the relevance of the "assembled" materials to the basic goals, roles, and issues of therapeutic recreation or the specific intent of the particular curriculum. According to most writers in competency-based education, a formal curriculum should not be presented without a set of concrete goal statements. It is not enough to say that "this curriculum is for an entry-level professional," or "this program is for a doctoral degree in therapeutic recreation."

One might also note that some curricula have been presented with little empirical analysis of the skills and abilities actually required to perform the jobs in the field. Thus, degrees and credit hours often become little more than external "endorsements" or "union cards," and the actual skills are out of necessity left to be acquired through on-the-job training following graduation. In these cases, which unfortunately are more often the rule than the exception, a two-year or four-year professional degree can be both a misuse of the student's time in terms of actual requirements for entry job performance and a disservice to the profession. In short, the basic problem is often a lack of integration between theory and practice and a disparity between supply and demand in terms of employer expectations.

In the previous project publication (Kelley, *et al.*, 1976), it was stated that the curriculum developed and implemented in the Illinois Community College Project has been based on the theory of competency-based education. Furthermore, detailed discussion was presented on the concepts, methods, and issues of competency-based education. Thus, it is logical that the discussion on the framework for developing an entry-level curriculum should begin with the findings from the ICCP National Competency Study.

As stated in the first publication, the competencies assessed in the study provided the empirical basis for establishing curriculum goals and objectives. In that report, however, the findings of the study were presented essentially as raw data with little discussion on how the data were utilized in the formulation of the curriculum. Although it is unnecessary here to restate in detail the procedures and findings of the study, the results have significant implications for the definition of a competent entry-level therapeutic recreation professional. The following discussion attempts to explore the definition of the competent entry-level therapeutic recreation professional by building on competency areas identified in the national study.

All identified competencies in so far as they are judged to be appropriate are important. However, in designing educational programs in any subject area, it is a commonly accepted and desirable practice to determine the priorities of educational goals. This practice facilitates decision making in the curriculum construction process (Gooler, 1971). To develop a standard in an effective and economical manner, an effort was made to determine priorities among those competencies which had been identified as being required by entry-level workers.

It may be noted from the questionnaire used in the ICCP National Competency Study (Kelley, *et al.*, 1976) that competency items (50 in total) were

organized into nine learning areas. These learning areas were established in accordance with recommendations by the National Project Advisory Committee in an effort to bring the study in line with preliminary competency areas identified by the proposed 750-Hour Curriculum (Berryman, 1971).

However, an examination of Table 1, which rank orders the nine competency areas, indicates that the difference in most cases is less than .10, thus making it impossible to determine conclusively that one competency area is more important than another.

TABLE 1

ITEM MEAN, MEAN DIFFERENCE[1], AND RANK ORDER OF NINE COMPETENCY AREAS JOB ENTRY

Competency Area	Item Mean	Mean Difference	Rank
Activity Skills	3.04		1
		.06	
Group Leadership	2.98		2
		.00	
Orientation to Therapeutic Recreation	2.98		2
		.01	
Activity Analysis and Adaption	2.97		4
		.11	
Agencies, Institutions, Teamwork	2.86		5
		.02	
Program Planning and Development	2.84		6
		.12	
Human Growth and Development	2.72		7
		.03	
Communication	2.69		8
		.01	
Disabling Condition	2.68		9

1. Mean difference indicates the distance between one competency area and the one immediately following in rank order.

After careful deliberation and consideration of this problem, it was decided that the dilemma might be resolved in one of two ways: (1) all competency items could be edited and reassigned to new learning areas for further statistical analysis in an attempt to develop more logically coherent clusters or (2) a theoretical scheme could be developed for evaluating each competency for reassignment to new learning areas without subjecting the data to further statistical manipulations. It was determined that the second course of action would be most desirable in terms of the economy of time. In addition, it was felt that staff experiences and confidence in working with

the competency items had reached a satisfactory level where further statistical manipulations would not greatly effect the final product.

The next question was: What theoretical system could be used to re-examine and cluster the competencies? After some experimentation with alternative schemes, it was decided that all existing competency areas could be ordered into three major clusters:

- *Enabling Competencies:* These competencies may be considered as "fundamentals" for the entry-level worker. It is suggested that the mastery of these competencies would constitute the essential requirements for persons functioning as face-to-face practitioners in working with disabled and handicapped populations.
- *Enhancing Competencies:* These competencies are more closely associated with "application" of basic knowledge and skills required in the delivery of entry-level services to clients/consumers who are in need of therapeutic recreation services.
- *Enriching Competencies:* These competencies are judged to be more closely associated with "advancement," which is intended to mean not only the advancement of quality services to clients/consumers, but also the advancement of increased professionalism of the practitioner.

Thus, as a result of the reassessment and analysis of the competency data and the judgment input based upon careful deliberation, it was hypothesized that the three main clusters of competencies which constitute the definition of the entry-level therapeutic recreation professional could be identified as enabling, enhancing, and enriching.

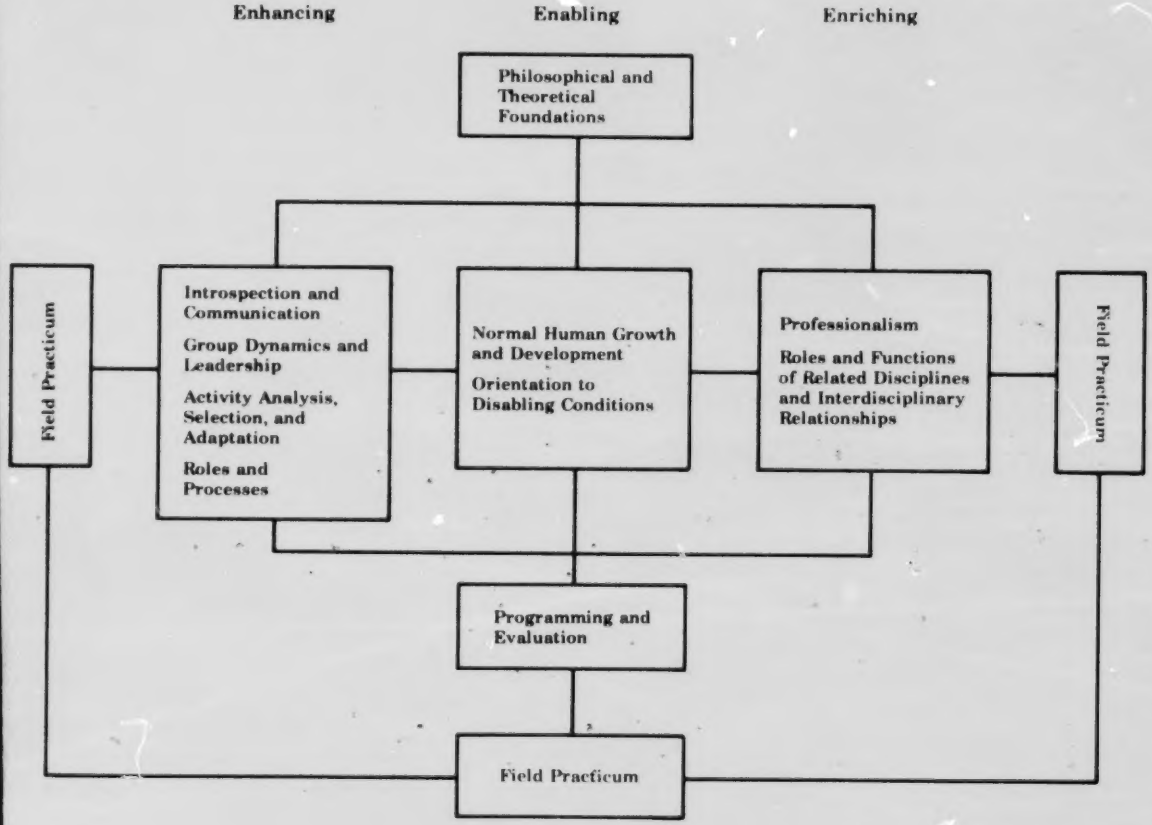
The reassignment of all competencies into these clusters with the reconsideration of each competency item on the basis of empirical data provided the foundation upon which basic curriculum goals could be formulated. While the specific curriculum goals are derived from the competency data, the overriding aim was to develop a curriculum package which would facilitate the translation of goals into curriculum objectives directed at achieving specified training outcomes. This required reformulating learning objectives based upon competency priorities and organizing the objectives into logically coherent learning modules. These modules had to be organized into a curriculum design which took into account factors such as sequence of learning. Figure 1 presents a model of the curriculum. Before further discussion of design, a brief review of the significance of module development will be presented.

Construction of the Model Curriculum

In a broad sense, a curriculum is an educational program. It can be informally organized like most in-service training programs; or loosely organized as is the case of non-professional team sports; or formally

FIGURE 1.

ENTRY-LEVEL THERAPEUTIC RECREATION CURRICULUM MODEL

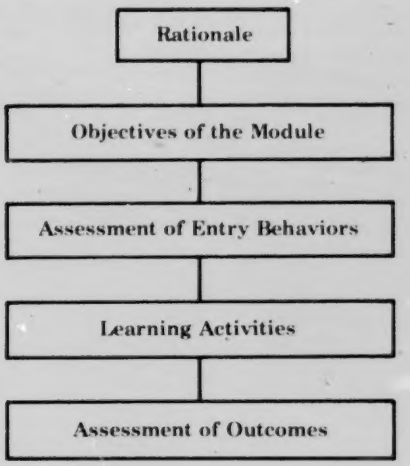


organized as in a college curriculum. In a formal sense, a curriculum is characterized by its purpose, its content, its methods, and the changes it brings about. More specifically, "a curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner" (Gagne, 1967, p. 23). The critical phrase in the definition is "a sequence of content units." The question is: What is a content unit?

A content unit in the framework of CBE is basically a "learning module." According to Houston and Howsam (1972, p. 10), two leading proponents of the CBE movement, a module is "a unit of learning," "a relatively self-contained unit" designed for specific goals; a unit is also a part of a broader and more comprehensive instructional system. Thus, a curriculum is an instructional system in which a set of modules are sequentially arranged.

Figure 2 portrays the major components of a module. An elaboration on the projected content of the module follows the presentation of the figure.

FIGURE 2
THE STRUCTURE OF A MODULE



The *rationale* is an abstract or theoretical statement introducing the users to the importance and relevance of the module's objectives. It also briefly illustrates the procedures for learning, states where the emphasis of learning should be placed, and points out any perceived limitations of the module.

The *objectives* are the outcomes to be attained by the student upon completion of the module. It is important in CBE to state the objectives in

measurable terms or in "criterion-referenced" terms. (Readers who are unfamiliar with these and other technical terms included in this discussion are encouraged to refer to Chapter 3, pp 25-38, Kelley, *et al.*, 1976).

Assessment of entry-level behaviors, using what are commonly referred to as "pretests," determines student readiness by measuring the "entry" behaviors according to the "prerequisite" capabilities required for the successful completion of the module. Based on the outcomes of the preassessment, the student may by-pass the module, receive credit without further activities, or focus on learning in those areas of greatest need.

Learning activities suggest several procedures and learning experiences necessary for attaining the competencies specified by the module objectives.

Assessment of outcomes (commonly referred to as "postassessment") determines whether the module objectives have been accomplished. Successful performance on a postassessment at the predetermined standard indicates completion of the module. Unsuccessful performance may lead to a recycling through the optional activities. This assessment, along with other module information, is shared with the student to inform him or her of progress toward meeting the module objectives.

Modules for Entry-Level Curriculum

While each module will be presented in some detail in the next chapter, a brief presentation here will assist the reader in understanding the proposed general content and sequence of learning prescribed by the design of the ICCP Model Entry-Level Curriculum in Therapeutic Recreation.

ENABLING MODULES

Philosophical and Theoretical Foundations of Therapeutic Recreation. As the title indicates, this module is concerned with providing the student with the basic concepts necessary for formulating the philosophical and theoretical foundations required in the application of therapeutic recreation services. The focus of this module is on understanding the concepts of play, leisure, and therapeutic recreation.

Normal Human Growth and Development. For the therapeutic recreation entry-level professional to become a competent practitioner, his or her educational preparation should include a solid foundation in the understanding of the normal processes of human growth and development. This preparation would include understanding of biological, psychological, cognitive and social processes.

Orientation to Disabling Conditions. Unlike other recreation workers, the therapeutic recreation practitioner works almost exclusively with clients/consumers who are disabled or handicapped in one way or another. These clients/consumers are sometimes referred to as "special populations" and have needs above and beyond those of the "normal" population. These special populations can usually be grouped into those affected with mental

or emotional disorders or maladaptations, cognitive dsyfunctions, physical disabilities or handicapping conditions, or social maladjustment. It is imperative that the training of the entry-level practitioner include a basic orientation to the nature and implications of these disabling conditions.

Programming and Evaluation of Therapeutic Recreation Services. Because programming and evaluation is the primary deliverable in what is identified as therapeutic service, this is perhaps the most important comprehensive module contained in the curriculum. It is synthesizing module in which the learning from all other modules is tested and applied in the classroom and in the field practicum experiences. Basically, this module is concerned with program resources, principles of program planning, development of program objectives, program content, and techniques of program evaluation.

ENHANCING MODULE

Introspection and Communication. It has long been recognized that a basic self awareness and an ability to translate this self-knowledge through effective communications is necessary for a person to be an effective practitioner. This module is concerned with helping the student understand his or her own personal values and attitudes toward leisure, work, the handicapped, the disabled, minority groups, fellow professionals, supervisors, and subordinates. Further, it seeks to assist the student in improving his or her own basic communication skills.

Therapeutic Recreation Roles and Processes. Therapeutic recreation has been defined as a process aimed at prevention, remediation, or restoration. Implicit in the role derived from these basic aims is the goal of modifying or altering the functions of the individual to facilitate an improved level of healthy adaptation. While the procedures for programmed involvement may be conceptualized on a continuum reflecting various levels of intervention, there is a rational process which is common to all. This module is concerned with helping the student to understand that process and the roles which are appropriate for the entry-level practitioner.

Group Dynamics and Leadership. Because the therapeutic recreation practitioner functions most often in a group setting, it is particularly essential that he or she have a basic understanding of the dynamics of group life and the principles of leadership within the basic knowledge. Emphasis is placed on application skills rather than advanced theoretical knowledge.

Activity Analysis, Selection and Adaptation. Whether one defines therapeutic recreation as a process or service, there is little disagreement with the view that activities provide the basic medium or modality by which the practitioner interacts with the client/consumer. This module attempts to prepare the student to more competently analyze, select, and/or adapt activities to meet the basic needs of the client/consumer populations.

ENRICHING MODULES

Professionalism in Therapeutic Recreation. While professions have many identifying characteristics, a primary purpose is, or at least should be, the advancement of quality services to the client populations they serve. To facilitate the achievement of this purpose, it becomes necessary that practitioners become oriented to the goals, objectives, and methodologies held by their occupational group. These goals, objectives, and methodologies are most often reflected in professional organizations. This module attempts to assist the student in understanding the nature of professionalism and the history and status of the therapeutic recreation profession, with special attention given to standards for service and ethical conduct. The module also attempts to acquaint the student with the related organizations concerned with disabled and handicapped populations.

Roles and Functions of Related Disciplines and Interprofessional Relationships. Just as with most health-oriented professionals, therapeutic recreation professionals usually work in a setting which necessitates frequent interaction with other disciplines. While it is imperative that they understand their own role as entry-level practitioners, it is also extremely important that they understand the various roles and responsibilities of their colleagues in related fields. This module is concerned with acquainting the student with the role and functions of other activity fields and related health disciplines, with the role of therapeutic recreation practitioners in a team environment, and with those non-treatment functions related to unit or team involvement.

Not specified as a learning module, but presented as learning units within the curriculum, are three field practicum experiences. These three units of learning have not been identified as a module because it became clear during the curriculum development phase that practicum experiences (as the name implies) interact with all modules insofar as they provide the field laboratory for testing all learning experiences in the "real world" of professional functioning. To specify the transfer of these learning experiences in a comprehensive way would overburden the reader with endless redundancy which should not be required for the users of the curriculum guidelines. This should not in any way be interpreted by the reader to mean that the authors place a low priority on the importance of the field practicum experience. If anything, the contrary conclusion may be in order when one is developing a career-oriented curriculum.

A similar point must be made with regard to the acquisition of basic activity skills. The reader will note that no learning modules have been established for teaching basic activity skills, e.g., music, dance, arts and crafts, sports and games, among others. The authors suggest that activity skills should be regarded as fundamentals for all persons entering the field of therapeutic recreation as entry-level professionals. It should be noted that many of these skills are emphasized in the learning activities suggested in several modules. The users of the curriculum, however, may wish to supple-

ment these activities with additional skill development training experiences in accordance with individualized student needs.

A final point should be made concerning other possible omissions. The reader may feel that entry-level professionals should be exposed to other learning areas such as first aid, principles of community recreation, and adaptive physical education. The authors agree that an endless list could be developed concerning desirable additional learning experiences. The primary aim here has not been to set forth an exhaustive curriculum, but rather to set forth a curriculum designed to meet minimal criteria for the entry-level professional in therapeutic recreation. The users of the curriculum guidelines are urged to include additional learning experiences where they are judged to be desirable and feasible within the time constraints and capacities of the given educational program.

Summary and Conclusions

In recent years, enthusiastic efforts have been made to develop training programs in therapeutic recreation to meet the growing manpower need. However, few systematic efforts have been made to design and offer training programs for entry-level professionals. Therapeutic recreation as a profession, compared to most other health-oriented disciplines, has a relatively short history of development. As a consequence, the job functions of workers in the field have often been lacking in definition, the emerging body of knowledge is rarely specified with clarity, and the training programs are formulated in a rather informal manner without empirically established foundations. The Illinois Community College Project has attempted to contribute to the solution of these problems by seeking to apply a more systematic methodology toward the development of curriculum guidelines for the training of entry-level professionals.

The prime focus of the preceding discussion has been to review the methods employed in the development of the guidelines and to provide the basic rationale for the curriculum materials presented later. Because space would not permit more comprehensive presentation of all areas highlighted in this discussion, the reader is urged to consult other project publications for a more detailed presentation.

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PART TWO

Curriculum Guidelines for the Training of Entry-Level Professionals in Therapeutic Recreation

The purpose of the Illinois Community College Project has been to develop and evaluate a two-year community college training program that would prepare entry-level personnel for the field of therapeutic recreation. The methods and strategies employed to accomplish this purpose have been discussed in the previous chapter and in chapter one of the first project book (Kelley *et al.*, 1976). This discussion will focus primarily on setting forth the curriculum guidelines which are a product of this effort.

Before presenting the actual guidelines, however, it is felt that the reader should consider the basic frame of reference of the authors—a frame of reference which has emerged as a product of many months of study, research, staff deliberation, and consultations with experts throughout the nation.

In presenting this basic frame of reference, the discussion will deal with three principle issues: (1) the current and future direction of the field of therapeutic recreation from a philosophical perspective, (2) the current and future employment expectations for workers in the field, and (3) the rationale for operationalizing the body of knowledge into the curriculum guidelines.

Frame of Reference

Therapeutic recreation is a relatively new emerging profession with many conceptual, theoretical, and practical problems. Because of this, it is a profession with many divergent points of view and conflicting philosophical frames of reference, not the least of which is the lack of consensus on terminology and the basic roles and functions of practitioners. The reader is reminded that this project marks the first time that educators in this field have attempted to develop guidelines for a standardized entry-level curriculum on the scale and magnitude which has been undertaken. For this reason, one of the most difficult steps has been that of establishing the basic conceptual orientation to guide project activities.

Historically, the major conceptual controversy of this field has centered around the philosophical and pragmatic questions raised by the meaning of the term "therapeutic" in conjunction with the word "recreation." While it will not be the purpose of this chapter to try to resolve the philosopical or theoretical question implied by this controversy, a brief discussion of the issues may assist the reader in understanding the frame of reference adopted by the authors.

Some of the leading scholars and educators writing about the field of recreation have argued, often with passion, that recreation is a voluntary activity engaged in during leisure time; it is an "end unto itself," and, therefore, should not be thought of as "treatment" (Haun, 1965; Avedon, 1975). Others argue that therapeutic recreation is, or at least should be, a "clinically oriented" health serving profession aimed at altering or ameliorating disabling or handicapping conditions, and, therefore, focus on "treatment" or "therapy" should be the appropriate thrust of professional development. This latter group would view the recreation activity not merely as an end unto itself, but as means to achieve desired changes in client functioning.

More recently, some authors (Ball, 1967; Berryman, 1969; Frye and Peters, 1973) have attempted to accommodate both views of therapeutic recreation by proposing models which emphasize a "continuum of care," where the degree of freedom or independence in activity selection and involvement is determined by the levels of client functioning. While the introduction of these models represents a significant advance in conceptualizing the basic role and thrust of the field, they have not put to rest the central controversy previously mentioned.

Much of this controversy stems from the historical roots of persons who have shaped the direction of the field over the past quarter century. This majority of workers in the field have come from backgrounds in three differing areas and have brought with them the orientations of their former training. These areas of training were social work, physical education, and community recreation. The differences which divided the field were also influenced greatly by the settings in which the workers were employed.

During the 1950's and early 1960's, the profession was dichotomized over the "treatment" versus the "non-treatment" orientation, and different professional societies were organized to promote different points of view.

Some resolution of these differing conceptions of the field was accomplished with the merger of professional societies in 1966. This merger established the National Therapeutic Recreation Society as a branch of the newly formed National Recreation and Park Association. Some professionals have suggested, however, that the accommodations required in bringing about the merger and cementing the identity of the therapeutic recreation profession with the National Recreation and Park Association have resulted in a redirecting of the field away from its historical roots as a treatment-oriented service predominantly provided in institutional settings.

Many experts have expressed the view that the shift away from the treatment focus of therapeutic recreation has resulted in training programs that leave the new professional ill prepared to function as a "therapist" in a clinical setting. Furthermore, they indicate that the survival of recreation services and personnel in these institutions increasingly rests on the degree to which the recreation programs can demonstrate their value in terms of client recovery or rehabilitation.

Other experts in the field have taken the position that conditions are changing rapidly and that the future employment demands of the therapeutic recreation worker will be to provide recreation services primarily for disabled and handicapped persons in a community setting; therefore, an emphasis on treatment and/or the clinical potential of recreation would be inappropriate.

The authors did not feel that their concern should be with taking a position on one or the other side of this controversy; the important concern was that a position be determined objectively so that users of the curriculum guidelines could have confidence that they would be preparing students for appropriate roles that would be expected in current and future job markets.

It was for this reason that the project undertook an extensive national study of competencies required of entry-level workers in the field; it was also for this reason that a major study of manpower needs and employability projections was conducted. While one can never be certain about the future, the data from these studies, combined with expert input from leaders in the field and extensive deliberations by project staff, resulted in a number of conclusions which gave direction to the development of curriculum guidelines. Several of the major conclusions are presented here:

- While there would appear to be growing opportunities for employment of therapeutic recreation personnel in community settings, the current demands and the demands for the foreseeable future call for completely trained personnel to work with disabled and handicapped individuals in institutional settings. The primary dimensions added to the traditional institutional role call for increased emphasis on predischarge planning, transitional care, post-discharge follow-up, and community-based after care.
- The primary employers of therapeutic recreation personnel will continue to be mental health facilities, schools for the retarded, long-term care facilities, and a variety of treatment-oriented, community-based facilities. While still on a small scale, new job opportunities would seem to be emerging in correctional facilities, public recreation programs for the handicapped, public schools, and private voluntary agencies.
- Whether one chooses to employ the terms "treatment" or "therapy" may not be of major consequence; however, it is of major importance

that therapeutic recreation personnel be able to apply a rational process in the delivery of services. This process will require that the workers be skilled in the assessment of client needs, the formulation of plans that bring about desired changes in client functioning, the skillful implementation of those plans through effective recreation programming, and the evaluation of those therapeutic interventions. These programmed interventions fall into the general categories of prevention, remediation and/or restoration. Since the goal of all health-serving disciplines is to assist the client in achieving the optimum level of healthy adaptation and functioning, the therapeutic recreation professional is expected to make his or her contribution and will be held accountable in terms of the effectiveness of those interventions in bringing about improved functioning of the client.

- A basic employment demand for the immediate future will be for competently trained entry-level workers who are highly skilled in the provision of direct face-to-face services for disabled and handicapped persons. Whether the entry-level worker is a graduate of a two-year training program or a four-year college will be of less consequence than the competence of the worker to provide services on a rational basis that will have demonstrable effects on the client populations.

These conclusions do not answer the philosophical or theoretical questions concerning the field of therapeutic recreation. They do supply the reader with the basic findings of the project concerning the current and future directions of employment expectations within the field. Further, they seek to establish the orientation or basic frame of reference upon which the curriculum guidelines may be judged. To summarize, these guidelines seek to provide curriculum information which will assist educators in training competent entry-level professionals, professionals who will be skilled in the rational delivery of recreation services. These services will be carried out for the most part in institutional settings, and professionals will increasingly be held accountable in terms of the effectiveness of those services in bringing about desired changes in client functioning.

Purposes and Goals for the Curriculum

Based upon these conclusions concerning the current and future employment expectations in the field, the Illinois Community College Project has set about to develop guidelines for the training of two-year "career oriented" entry-level professionals. The guidelines have followed as closely as possible the principles of competency-based education. One of the reasons for adopting the competency-based model is its suitability for a "career education" program.

As has been previously stated, the term "competency" is used to mean "adequacy for task performance" or "possession of required knowledge,

skills and abilities" (Houston and Howsom, 1972). The phrase "competency-based education" refers to an educational process which places emphasis on the acquisition of skills for tasks designated as necessary for occupational and/or professional functioning. The terms identified with this mode of instruction are (a) individualized learning, (b) accountability, and (c) specificity of learning objectives in behavioral terms (Kelley, *et al.*, 1976).

The users of this curriculum are urged to become acquainted with the principles of competency-based education as presented in chapter 4, pp. 25-39 (Kelley, *et al.*, 1976) and to follow these principles in the utilization of the curriculum materials.

It has been stated repeatedly that these guidelines are intended for a "career-oriented" "entry-level" curriculum. So as to avoid confusion on the meaning of these terms, insofar as the authors' basic frame of reference is concerned, the following definition and discussion is provided.

Definition of Career Education

Defining career education is not easy. There are nearly as many definitions as definers of it. It is not consistent with the intent of this chapter to review the definitions or to discuss the theoretical implication or divergent views concerning the concepts of career education. For this kind of discussion, the reader is urged to consult one of the many books available on the subject. An excellent resource is *Career Education: What It Is and How To Do It,* (Hoyt, Evans, Mackin and Magum, 1974).

While many definitions abound, the one provided by John Coaster, North Carolina State University, will serve as an adequate definition for this chapter:

> Career education has as its mission the attainment of an optimum level of work proficiency for each individual within the context of the social, individual, and work systems. Career education (1) facilitates the acquisition and processing and integration of information by the individual; (2) enhances the decision-making process; (3) provides alternatives for action through programs that are designed to equip the individual with salable skills to start his or her career; and (4) provide for continuous recycling of information, decision-making, and action through retraining and upgrading of skills (Hoyt, *et al.*, 1974).

The application of the term "career-oriented" in this publication means essentially a "curriculum that is designed to prepare the entry-level therapeutic recreation professional with the skills required for job functioning." While concern has been given to the need for developing a career lattice concept in the field and efforts have been made to deal with the problems of articulation with other levels of higher education, the primary focus of this

curriculum has been on preparing the student with the required competencies to assume an appropriate entry-level employment position in the provision of recreation services for disabled and handicapped persons.

Definition of Entry-Level

Defining "entry-level" for the field of therapeutic recreation has presented perhaps the most vexing problem for the authors of these curriculum guidelines. The original project proposal (Kelley 1972) indicated that entry-level should be interpreted to mean "employment in positions equated with the National Therapeutic Recreation Society (NTRS) registration classification of Therapeutic Recreation Technician II."

A major problem with this definition, in fact a major problem with the very registration program of the national professional society, is that registration classifications are determined by a registration council review of degrees earned plus work experiences in the field. No examination or method for assessing professional competencies is currently included in the registration process. A cursory critique of this system reveals its shortcomings in providing objective criteria for establishing entry into the field. One can identify persons registered at the highest level as a Master Therapeutic Recreation Specialist (MTRS) who actually have less in the way of professional training than others registered at lower levels, such as Therapeutic Recreation Leader (TRL) or Therapeutic Recreation Specialist (TRS).

The reason for this disparity is the primary reliance on the academic degree as the essential criterion. Since currently there is no meaningful accreditation program or standardization of curricula, this could mean that a person may have a masters degree in therapeutic recreation even though he or she has actually had as little as one introductory course in the field, while another student who has had extensive training and experience would be required to register at a lower level because he or she does not have an advanced degree.

Because this is a problem which must be resolved by the professional society through its established registration structure, the authors of these curriculum guidelines are unable to set forth a definitive statement on the term entry-level. The authors do suggest, however, that the NTRS registration program be revised and that this revision include an elimination of the degree as the principle criterion for registration. It is suggested that registration be based on an objective assessment of practitioner competencies. The results of the ICCP National Competency Study, as well as some of the work done by Jordan and Dayton at Temple University, Meyer at the University of North Carolina, Dixon at Oklahoma State University, and Teaff at Texas Women's University could be utilized in the formulation of criteria for developing objective methods for measuring competencies.

As an interim definition for this curriculum, entry-level is being defined as "skill performance objectively determined in accordance with enabling,

enhancing, and enriching competencies as specified in the ICCP National Competency Study."

This brief discussion has provided the reader with the authors' views on the terms "career education" and "entry-level." The following will attempt to establish the basic goals and intentions of the curriculum guidelines.

Curriculum Goals and Intentions

As stated in chapter one, a formal curriculum should not be presented without a set of concrete goal statements. Many of the goals have been expressed in the preceding discussion. For example, it has been stated that this curriculum seeks to prepare entry-level workers skilled in the provision of recreation services for disabled and handicapped persons. The following attempts to establish the specific content goals and ultimately the curriculum guidelines which were empirically derived from the analysis of competency data, the deliberations of project staff, and consultations with experts in the field.

Goals:

- To provide the student with a basic understanding of the concepts and philosophy of therapeutic recreation.
- To assist the student in gaining a greater sense of self-awareness and the use of self as a therapeutic agent in the provision of recreation services for disabled and handicapped persons. This includes establishing effective methods of communication.
- To provide the student with basic information required in understanding normal human growth and development as well as the understanding of those conditions which affect the disabled and handicapped persons with whom they will be working.
- To provide the student with an understanding of the process employed in a therapeutic interaction in which the recreative experience is the primary modality of intervention, and acquaint the student with the implicit and explicit roles employed in the delivery of recreation services.
- To develop student leadership skills in working with individuals and groups.
- To provide the student with an understanding of the principles of therapeutic recreation programming, and develop skills in applying those principles in practical situations. This would include skill development in analyzing and adapting activities to meet specific client needs.
- To provide the student with a basic orientation to professionalism and the meaning of professionalism in the enrichment of therapeutic recreation services. This would include an understanding of the roles and inter-relationships with other disciplines.

- To provide the student with opportunities to gain practical experiences in working with disabled and handicapped persons in "true-life" situations.

These items constitute the primary goals of the ICCP Curriculum Guidelines. The goals represent a further elaboration of the competencies previously expressed and categorized as enabling, enhancing, and enriching.

After studying the goals, one may ask: Can these goals be achieved in a two-year entry-level curriculum? It is not possible to provide a definitive answer to this question at this time. Since the curriculum materials presented in these guidelines are similar to the materials contained in the programs field-tested in the participating community colleges, it can only be said that the materials can be covered in a two-year program that is well structured and effectively administered. As far as achieving the levels of student competencies are concerned, it may not be possible to answer this question until all evaluation data have been processed. Even then, conclusive results may not be possible. The curriculum guidelines may have to undergo further testing in a variety of settings.

An important point about evaluation must be made. Competency-based education should not be evaluated within the constraints of a time-limited program. While it might take one student two years to acquire the desired competencies, another student might need three, four, or more years to achieve the same level of competence.

Another caution is that the goals stated before and the curriculum guidelines which follow are extensive; they should not be attempted by a community college that is not prepared to make a commitment to a major therapeutic recreation curriculum effort. The following guidelines are provided to assist the community college in making this determination:

- The community college should have a competent therapeutic recreation educator whose qualifications meet the basic standards proposed by the Accreditation and Standards Committee of the National Therapeutic Recreation Society.
- The community college should have the capacity for providing courses in related subjects such as general recreation, psychology, first aid, health and safety, and biological science.
- The community in which the college is located should have the potential for providing comprehensive field practicum experience, and the college must be prepared to commit sufficient staff resources to effectively administer and implement field practicum programs.
- The community college must have space, equipment, and learning resources necessary for implementing the curriculum. Of highest priority would be a library having the capacity for obtaining the educational materials specified in the curriculum and a learning resource center with a comprehensive audiovisual and media capacity.

Having considered these criteria, one final but extremely important factor must be taken into account. This factor is the employment potential in a given area. According to studies of employment patterns for community college graduates of career-oriented training programs, it has been found that, unlike graduates in four-year colleges and universities, community college students tend to seek employment in the immediate location in which they have received their training. Therefore, a realistic assessment of the employment demands in the area should be a primary prerequisite in making a determination about the viability and desirability of establishing a curriculum.

Assuming that an assessment indicates support for establishing a program and the community college has the capacity, ability and potential for providing a curriculum, the curriculum guidelines are provided for consideration.

Before turning to the curriculum guidelines, the reader should be made aware of several important points:

- The curriculum guidelines are presented in a modular format as discussed in chapter one. The modules are arranged in an order suggesting a sequence of learning experiences. It is recommended that the sequence be followed as closely as possible.
- The objectives have been stated in behavioral terms but are somewhat lacking in specificity in their present form. While some performance criteria are provided and others will be available in subsequent publications, the users of these curriculum guidelines may wish to identify their own criteria for purposes of developing pre- and post-test instruments for assessing student performance.
- Considerable effort has gone into identifying learning activities so that the student will have as many alternatives as possible in achieving the learning outcomes. It should not be expected that the student participate in all activities; activities should be selected on the basis of practical implications and student need.
- The instructor is encouraged to develop study guides for those learning activities which he or she wishes to emphasize in the program.
- Supplementary readings are presented at the end of each module. These readings have been assigned to this section primarily to assist the instructor in advancing his or her knowledge in a subject area covered by the objective. Most of these readings are judged to be too advanced for entry-level students and, therefore, should not be included as a student requirement.

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MODULE 1

Philosophical and Theoretical Foundations of Therapeutic Recreation

Introduction

The constructive use of leisure and play is an important element in the lives of all people. In today's society, recreation has become the method by which individuals and groups are able to structure their free time with meaningful experiences in order to satisfy their basic leisure and play needs. Recreation has also been recognized as being a major contributor to the normal growth and development of the individual by providing opportunities for basic need fulfillment in a wholesome, healthy environment. In the final analysis, recreation is a way of living which can lead to full biological, psychological and social development. If recreation is important in being well and healthy, it is also important in becoming well. Therapeutic recreation is a process which concerns itself with assisting those persons with disabilities or handicaps to achieve their highest level of healthy functioning through use of the recreative experience as a vehicle for change.

The entry-level therapeutic recreation worker serves a variety of handicapped and disabled populations in various institutional and noninstitutional settings. If the worker is to assume responsibility for offering opportunities for recreative experiences that will meet leisure needs and satisfy growth and development needs of the handicapped, and if the worker is to engage in interactive intervention designed to modify behaviors and improve functioning of clients, it is important that the worker be competent in a number of areas. One of the foundations of this competency is a broad understanding of the philosophical and theoretical concepts of leisure, play and recreation and their relationship to therapeutic recreation. This module, therefore, is built around a core of accumulated knowledge and is designed to assist the student in developing a philosophical and conceptual framework which will serve as the foundation for further learning in the field of therapeutic recreation.

The three objectives in this module are presented sequentially, beginning with the most general concepts of leisure and play and concluding with the specific concepts of therapeutic recreation.

Objective one is designed to give the student a broad orientation to the various concepts of leisure. In order to understand the meaning of leisure, it is necessary to examine it from several vantage points. The learning activities following objective one are not intended to be exhaustive but merely to provide the student with the necessary overview.

Objective two focuses on the various theories of play. This objective does not seek to advocate a single theory of play but to acquaint the student with the status of current knowledge regarding the motives behind play behaviors.

Objective three attempts to acquaint the student with the theoretical orientations underlying the basic approaches to therapeutic recreation. Dichotomizing in terms of intrinsic and extrinsic orientation, it introduces the question of whether recreation can be conceived as a "means to an end" or whether it must be seen as an "end unto itself."

This is considered a fundamental question which the student must deal with on a conceptual and theoretical level if he or she is to develop a solid philosophical and professional foundation.

It is not thought to be essential that the entry-level therapeutic recreation professional be knowledgable about all of the divergent philosophical views and theoretical orientations to the field of general recreation. To acquire this level of knowledge would require a time commitment beyond the scope of this module. It is important, however, that the student understand some of the basic concepts and issues, and be able to communicate this basic understanding to colleagues within the field and to associates from other disciplines.

Most important of all, the student must have a solid orientation to the concepts and theoretical constructs necessary in establishing a philosophical position concerning the provision of therapeutic recreation services. This understanding should be acquired and demonstrated at an acceptable level before advancing on to the study of other modules in the curriculum.

The aim of this module is to assist the student in taking that first important step in becoming a competent entry-level professional.

OBJECTIVE 1

Comprehends basic definitions of leisure

1:1 Understands leisure as a "state of being"

- 1:1:1 Explains leisure as contemplation
- 1:1:2 Explains leisure as a non-utilitarian activity
- 1:1:3 Explains leisure as a condition of mind

1:2 Understands leisure as a concept of time

- 1:2:1 Explains leisure as time away from work
- 1:2:2 Explains leisure as time away from subsistance needs
- 1:2:3 Explains leisure as time free from demands of bodily functions

1:3 Understands leisure as freedom for utilitarian pursuits

- 1:3:1 Describes leisure as an expression of avocational pursuits
- 1:3:2 Describes leisure as an opportunity for psychosocial growth
- 1:3:3 Describes leisure as an opportunity for physical development
- 1:3:4 Describes leisure as an opportunity for intellectual growth
- 1:3:5 Describes leisure as an opportunity for financial enrichment

1:4 Understands leisure as a social phenomenon

- 1:4:1 Describes leisure as mass entertainment
- 1:4:2 Describes leisure as mass consumption
- 1:4:3 Describes leisure as an economic force
- 1:4:4 Describes leisure as a contributor to social disorganization

SUGGESTED LEARNING ACTIVITIES

READ:

Gray, D. "Exploring Inner Space." *Parks and Recreation,* 1972 (December), pp. 18-19.

Kraus, R. *Recreation and Leisure in Modern Society,* pp. 335-356, 361-364, 395-397.

Murphy, J. F. *Concepts of Leisure: Philosophy and Implications,* pp. 1-13, 42-47, 59-71, 109-116.

"Recreation: A Record Boom." *U. S. News and World Report,* 1968 (July 22), pp. 52-54.

PARTICIPATE:

- Conduct an informal survey of friends, relatives, and associates and ask the questions: "What is leisure?" "What is play?" "What is recreation?" Discuss in class.

- On the first day of class write one paragraph each on what leisure, play, and recreation mean to you.
- Observe activity of children, adults, and the elderly involved in a leisure time pursuit (with fellow students), and observe thereafter what they are doing. Would their activity be considered play, recreation, or work?

PERFORMANCE CRITERIA

A. The student will identify two philosophers who have studied the phenomenon of leisure and discuss two concepts of leisure that are ascribed to by each philosopher.

B. The student will identify a minimum of three different concepts that have been expressed through the professional literature on the relationship between work and leisure.

C. The student will provide two examples each of how leisure might influence physical, intellectual, and psychosocial development.

D. The student will provide one example of how leisure can be exploited for financial gain.

E. The student will identify a minimum of four ways in which the leisure phenomenon could positively or negatively effect the social life of any individual.

OBJECTIVE 2

Comprehends basic theories of play

2:1 Knows classical theories of play

- 2:1:1 Identifies surplus energy theory
- 2:1:2 Identifies instinct theory
- 2:1:3 Identifies preparation theory
- 2:1:4 Identifies recapitulation theory
- 2:1:5 Identifies relaxation theory

2:2 Knows recent theories of play

- 2:2:1 Identifies generalization theory
- 2:2:2 Identifies compensation theory
- 2:2:3 Identifies catharsis theory
- 2:2:4 Identifies psychoanalytic theory
- 2:2:5 Identifies developmentalism theory
- 2:2:6 Identifies learning theory

2:3 Knows modern theories of play

2:3:1 Defines arousal-seeking theory
2:3:2 Defines competence-effectance theory

2:4 Understands Haun's definition of pathological play

SUGGESTED LEARNING ACTIVITIES

READ:

Ellis, M. J. "Play and It's Theories Re-examined." *Parks and Recreation.* 1971, (August), pp. 51-55.

Haun, Paul. *Recreation: A Medical Viewpoint.*

Sapora, A. V., and Mitchell, E. *The Theory of Play and Recreation,* pp. 77-112.

PARTICIPATE:

- Discuss in class your concepts of play: how you play, what value it holds in your life, what needs it meets.
- Select a typical play activity, for example hide-and-seek. Ask several students to interpret the activity according to various theories of play. Discuss.
- Discuss in class what is meant by pathological play. When does play become pathological?

PERFORMANCE CRITERIA

A. The student will be able to correctly identify the basic concept attributed to each classical play theory, recent play theory and modern play theory.

B. The student will be able to differentiate the central concept of any single play theory with that of any other play theory.

C. Given a play behavior exhibited under a specific set of conditions/circumstances, the student will be able to articulate the interpretation of the behavior according to any given theory of play.

D. The student will determine a personal preference for accepting the tenents of any given theory of play and will provide a minimum of three reasons justifying his acceptance of the chosen theory and will identify any reservations about not accepting the theory unconditionally.

E. The student will identify five components of play that could render the play behavior pathological (according to Haun) if given the proper circumstances and participant's motivation.

F. The student will provide one example of activity participation that under specified conditions would be considered pathological.

OBJECTIVE 3

Comprehends basic therapeutic recreation theoretical concepts

3:1 Understands the intrinsic value concepts of therapeutic recreation

- 3:1:1 Defines recreation as a basic human need
- 3:1:2 Identifies recreation as a form of self actualization

3:2 Understands the extrinsic value concepts of therapeutic recreation

- 3:2:1 Explains therapeutic recreation as an adjunct to treatment
- 3:2:2 Defends therapeutic recreation as a treatment intervention

SUGGESTED LEARNING ACTIVITIES

READ:

Boyd, N. L. "Play as a Means of Social Adjustment." *Therapeutic Recreation Journal,* 1 (2), 1967, pp. 18-24.

Campbell, R. J. "How to Use Recreation Activities As a Therapeutic Tool." In *Recreation and Psychiatry.* The National Recreation Association, pp. 33-36.

Farina, J. "Toward a Philosophy of Leisure." *In* Murphy, J. (ed.) *Concepts of Leisure: Philosophical Implications,* pp. 151-154.

Haun, P. *Recreation: A Medical Viewpoint.* pp. 32-48.

Knudson, A.B.C. "Concepts of Recreation in Rehabilitation." In *The Doctors and Recreation in the Hospital Setting.*

Martin, A. R. "Rediscovery of Leisure as a Major Force in Rehabilitation," pp. 5-21.

Menninger, W. "Recreation and Mental Health." In *Recreation and Psychiatry.* The National Recreation Association, pp. 8-17.

National Therapeutic Recreation Society. "NTRS Position Statement," 1969.

O'Morrow, G. S. *Therapeutic Recreation: A Helping Profession,* pp. 123-127, 162-172.

VIEW:

Self Actualization, Audio Visual Services, The Pennsylvania State University.

To Serve a Purpose, University of Illinois, 1974, 14 minutes, 16 mm color film.

LISTEN:

Self Actualization, Abraham Maslow, Psychotherapy and Social Science Review Tape Library.

PARTICIPATE:

- Participate in brainstorming discussion of new definitions of recreation. *(Parks and Recreation* magazine)
- Participate in class discussion integrating intrinsic value concepts.
- Prepare for class discussion (written or oral) examples of recreation activities which reflect the intrinsic/extrinsic value theories.
- Relate an example where recreation has met intrinsic value needs in your own life.
- Observe recreation in various settings and discuss in relationship to extrinsic change concept.

PERFORMANCE CRITERIA

A. The student will provide three examples depicting reasons recreation might be considered as a basic human need.

B. The student will describe how recreation fits into Maslow's hierarchy.

C. The student will identify three psychological needs that, according to Menninger, can be effectively met through participation in certain forms of recreation.

D. The student will identify, by example, how recreation could be employed as the primary treatment intervention with ill or disabled individuals.

E. The student will provide one example each of leisure activity programming, supportive activity programming and treatment activity programing as espoused by O'Morrow.

F. The student will differentiate among the five human service models by providing a specific example of each.

SUPPLEMENTAL READINGS

Brunner, J. "Play is Serious Business." *Psychology Today,* 1975 (January), pp. 81-83.

Ellis, M. J. *Why People Play.*

Gray, D. and Greben, S. "Future Perspectives." *Parks and Recreation,* 1974, (July), pp. 26-33, 47-55.

Kelley, J. "Work and Leisure: A Simplified Paradigm" *Journal of Leisure Research* 4 (1), 1972, pp. 51-56.

Martin, A. R. "Leisure and Our Inner Resources." *Parks and Recreation,* 1975 (March), pp. 1a-16a.

Millar, S. *The Psychology of Play Activities,* pp. 225-242.

Rettie, D. "A New Perspective on Leisure." *Parks and Recreation,* 1974 (August), pp. 20-25, 41-45.

Sapora, A. V. and Mitchell, E. *The Theory of Play and Recreation.*

Twardzik, F. "Beyond Leisure Time: Expanding the Recreation Concept." *Parks and Recreation,* 1975 (August), pp. 18-19, 37.

INSTRUCTOR GUIDE: Philosophical/Theoretical Foundations of Therapeutic Recreation

Is therapeutic recreation best represented by those people working in a psychoanalytically oriented institute, by those working with the physically disabled in a community program, or by those people working with the aged in a nursing home? Most likely, people in each setting have their own perspectives of the nature of recreational activities.

Since definitions of leisure, theories of play and concepts of therapeutic recreation are divergent, it is important that the student receive exposure to as many viewpoints as possible. In a rapidly changing profession, it would be unwise and unfair to the students to acquaint them with only the instructor's personal philosophy. Therefore it is important for the instructor to take a self inventory of his own perceptions of the relationships among the concepts of leisure, play, and therapeutic recreation before beginning this module.

To assist the instructor in this area, the module contains numerous suggested learning activities and readings. The instructor would be wise to call upon many resource persons with varying experience and different philosophies in order to provide the student with adequate exposure to the intent of the module.

Objective one, concerning the basic definitions of leisure, might well have been already accomplished by students previously completing an introductory recreation course. However, it should not be assumed that in completing related coursework, he has achieved the competency level required of this objective. The readings provided are excellent resources. The instructor should be intimately familiar with Murphy's *Concepts of Leisure.*

Since theories of play (classical, modern, recent) tend to be somewhat redundant and can easily become boring, the instructor needs to create fresh ways of stimulating student interest concerning play theories. The most important focus here is to relate the study of play theories to the students own lives. Perhaps a focus on their own perceptions of play, prior to studying theories of play would be a productive approach to treating the motivations contained in this objective.

Objective three gets to the heart of conceptual frameworks for those working in therapeutic recreation. It is essential that the instructor convey to the student the need to be able to interpret (to the client, to lay people and to colleagues) the basic reasons for utilization of recreation as a vehicle in the treatment of the ill and disabled. It is suggested that the instructor make good use of various theoretical concepts that have been developed in depicting the value of recreation for clients. Again, the instructor must not allow his individual experiences and biases about the usefulness of recreation as a therapeutic modality influence his objective presentation of the writings and the concepts subscribed to by other functioning therapeutic recreation professionals in the field. The readings and resources available for this purpose are numerous.

Specific Suggestions for Instructors

OBJECTIVE ONE (Leisure)

Suggestion A:

The learning activities are clear and self-explanatory. The instructor should be prepared to answer student questions concerning the relationship

of this objective with those that follow. The instructor should be adamant with students about their obtaining the ability to understand the various leisure concepts. This understanding is basic to the field.

Suggestion B:

An excellent resource for assisting the students in understanding the work-leisure relationship may be found in Jack Kelley's article, *Journal of Leisure Research,* (4), 1, 1972, pp. 52-56. A visual projection of the simple and square paradigm for class could prove very useful for student reference.

Suggestion C:

Since Gray's article seems to be an excellent resource of current thinking regarding leisure concepts, it might prove extremely useful to take classroom time for discussing its contents.

OBJECTIVE TWO (Play)

Suggestion A:

Ellis's article provides a good basic outline for understanding the various play theories. The instructor should attempt to relate any learning activities employed to their relevency to the therapeutic recreation process. For example, a specific activity such as hop scotch might be used to exemplify the various play theories and their interpretations.

Suggestion B:

After reading/discussing Haun's pathological play, have students work in small groups in discussing how participations in specific types of recreational activities are or can become pathological, depending upon participant motivations.

OBJECTIVE THREE (Therapeutic Recreation Concepts)

Suggestion A:

Have the students develop a theoretical construct regarding the use of recreation as a) diversion, b) adjunctive, and c) treatment modalities. Have them identify various frames of reference (psychiatrist, therapeutic recreation professionals) with one or more of the above.

Suggestion B:

Have students write brief responses to a given hypothetical case, relative to the use of recreation activity as a) diversion, b) adjunctive, and c) primary treatment in the case.

MODULE 2

Normal Human Growth and Development

Introduction

While understanding the current theories and philosophies of leisure and therapeutic recreation represents a basic component of this curriculum, an equally important element is knowledge of normal human growth and development.

An understanding of disabling conditions provides an essential core of knowledge for the entry-level therapeutic recreator. However, it is impossible to understand the growth and development of disabled individuals without an understanding of normal development. This module attempts to provide that understanding. It also provides a core of knowledge for other modules in the curriculum, particularly Introspection and Communication, and Group Dynamics and Leadership. Upon completion of the module, the student should have an understanding of normal human growth and development including physiology and anatomy, personality, and learning.

Objective one will provide an introduction to the physiology and anatomy of the human body. Laboratory exercises and experiences allow the student to have experience with the mechanisms of the body. The instructor is encouraged to facilitate group discussions and applications of laboratory experiences to real life situations.

The second learning objective is concerned with personality and adjustment factors affecting the growth and development process. The influence of psychosocial factors on personality development are dealt with as well as various theoretical orientations to personality development.

Objective three deals with cognitive development and learning. The student will consider stages of cognitive development, adaptive processes and socio-environmental influences on learning.

The student is not expected to have extensive knowledge of the material presented in this module. Rather, it is viewed as a basic orientation to biological and psychological development.

Because it is anticipated that most therapeutic recreation instructors will not have adequate background and training to assume primary responsibility for this module, it might be better taught by another college department.

OBJECTIVE 1

Understands the normal biological growth process in human beings from conception to death.

1:1 Comprehends the structure and function of the structural and support systems of the body

- 1:1:1 Describes the anatomy and physiology of the integumentary system
- 1:1:2 Describes the anatomy and physiology of the skeletal system
- 1:1:3 Describes the anatomy and physiology of the articular system
- 1:1:4 Describes the anatomy and physiology of the muscular system

1:2 Comprehends the structure and function of the integrative mechanisms of the body

- 1:2:1 Describes the anatomy and physiology of the nervous system
- 1:2:2 Describes the anatomy and physiology of the special senses
- 1:2:3 Describes the anatomy and physiology of the endocrine system

1:3 Comprehends the structure and function of the systems of maintenance of body tissues

- 1:3:1 Describes the anatomy and physiology of the circulatory system
- 1:3:2 Describes the anatomy and physiology of the respiratory system
- 1:3:3 Describes the anatomy and physiology of the digestive system
- 1:3:4 Describes the anatomy and physiology of the urinary system

1:4 Comprehends the structure and function of the reproductive system

- 1:4:1 Describes the anatomy and physiology of the male reproductive system
- 1:4:2 Describes the anatomy and physiology of the female reproductive system

1:5 Comprehends normal human growth and development

- 1:5:1 Understands basic genetic mechanisms
- 1:5:2 Traces embryonic development
- 1:5:3 Identifies developmental modifications
- 1:5:4 Describes age characteristics
- 1:5:5 Describes sex characteristics
- 1:5:6 Discusses the processes of aging
- 1:5:7 Describes socio-cultural factors

SUGGESTED LEARNING ACTIVITIES

READ:

Map of the Brain. *Science Digest,* 1972 (November).

The Brain. *Life Magazine,* 1971 (November 12, 26; October 1, 22).

Tortora, G. J. and Anagmostakos, N. *Principles of Anatomy and Physiology.*

Cells—Tissues, Integument, pp. 3-96.

Skeletal, pp. 99-172

Muscular, pp. 173-224

Nervous, pp. 225-280

Endocrine, pp. 313-339

Senses, pp. 281-312

Circulatory, pp. 343-426

Respiratory, pp. 427-454

Digestive, pp. 455-510

Urinary, pp. 511-532

Reproductive, pp. 547-584.

LABORATORY:

Complete laboratory exercises for each component as suggested in DeCoursey, R. M. and Dolyak, F. *Laboratory Manual of Human Anatomy and Physiology.*

EXPERIMENTS:

Complete the following experiments, which can be found in most laboratory books:

1. Lever action—muscular motion
2. Studies with isolated frog muscle—twitch, treppe, futgue
3. Muscular exercise and body temperature
4. Isometric-isotonic contractions
5. Simple reflex arcs
6. Tactile discrimination
7. Visual acuity, near point, dominant eye, blind spot
8. Acuity of hearing
9. Acceleration and semicircular canals
10. Basic blood typing
11. Measurement of blood pressure
12. Physiological erthrocytosis
13. Heart sounds—regulation of heart beat
14. Caloric daily input-output
15. Examine and compare human action/reaction times
16. Action of enzymes on common foods
17. Mechanisms of breathing
18. Urinalysis
19. Gametogeresis
20. Human inheritance.

VIEW:

Muscles: A Study of Integration, CRM Educational Films, Del Mar, California, 25 minutes, 16 mm color film.

Kidney Function in Health, Eli Lilly Company, Indianapolis, Indiana, 38 minutes, 16 mm color film.

Digestion I: Mechanical; Digestion II: Chemical, Universal Education and Visual Arts, Universal City, California 16 mm color films.

A Baby is Born, Perennial Education, Inc., Northfield, Illinois, 23 minutes, 16 mm color film.

Disorders of the Heartbeat, Wexler Film Productions, Los Angeles, California, 20 minutes, 16 mm color film.

Hormone Controls in Human Reproduction, McGraw-Hill Films, Hightstown, New Jersey, 16 mm color film.

Human Body: The Circulatory System, Coronet Films, Chicago, Illinois, 16 mm color film.

Tissues of the Human Body, Churchill Films, Los Angeles, California, 16 mm color film.

Development and Differentiation, CRM Educational Films, Del Mar, California, 16 mm color film.

The Cell: A Functioning Structure (Parts 1 and 2), CRM Educational Films, Del Mar, California, 16 mm color film.

Sensory World, CRM Educational Films, Del Mar, California, 16 mm color film.

Obesity, Encyclopedia Britannica, Glenview, Illinois, 16 mm color film.

Cell Division—Mitosis and DNA, CRM Educational Films, Del Mar, California, 16 mm color film.

Man: The Incredible Machine, National Geographic Films, Washington, D.C., videotape.

Anatomy and Physiology of Human Reproduction Organs, Aldine - Atherton, Inc., Chicago, Illinois, videotape.

Human Anatomy, Lansford Publishing Company, San Jose, California, transparencies.

PERFORMANCE CRITERIA

Objective 1:1

A. The student will list the layers and structural components of the skin.
B. The student will describe four principal types of bone found in the skeletal system.
C. The student will identify the major bones of the: skull, vertebral column, thorax shoulder girdle, pelvic girdle, upper extremities, lower extremities.
D. The student will contrast the structure and function of the three major joint types.
E. The student will describe body movement as activities of groups of muscles.
F. The student will identify the principal skeletal muscles in different regions of the body by name, origin, insertion, and action.

Objective 1:2

A. The student will describe the function of the nervous system in maintaining homeostasis.

B. The student will discuss the components of a reflex arc using descriptions of the two and three neuron types.

C. The student will identify the major components of the brain and spinal cord by structure and function.

D. The student will discuss the function of the endocrine system in maintaining homeostasis.

E. The student will compare homeostatic and stress responses in relation to the general stress syndrome.

F. The student will list the location and function of receptors for touch, pressure, cold, heat, pain, and proprioception.

G. The student will describe the neural pathways and receptors for olfaction and taste.

H. The student will list and describe the function of the principal structures involved in the anatomy and physiology of sight.

I. The student will list and describe the principal events involved in the physiology of hearing.

J. The student will describe the maintenance of static and dynamic equilibrium.

Objective 1:3

A. The student will list the functions of the circulatory system.

B. The student will describe the route of the blood, identifying vessels, in the systemic, coronary, portal, and pulmonary circulation.

C. The student will identify the organs of the respiratory system.

D. The student will identify the structure and function of the organs of the alimentary canal and accessory organs of digestion.

E. The student will describe the macroscopic and microscopic features of the urinary system.

Objective 1:4

A. The student will list the organs that comprise the male reproductive system.

B. The student will describe sperm and seminal fluid production.

C. The student will identify the anatomical portions of the female reproductive system.

D. The student will discuss in detail the physiology of the menstrual and ovarian cycles.

Objective 1:5

A. The student will contrast the events of spermatogenesis and oogenesis.

B. The student will discuss the principal changes associated with the growth of the fetus.

C. The student will identify the basic causes of developmental modifications.

D. The student will compare and contrast the physical development of the male and female from birth to puberty.

E. The student will describe the major processes associated with physiological aging.

G. The student will discuss the current theories concerning the effects of socio-cultural pressures on normal growth and development.

SUPPLEMENTAL READINGS AND RESOURCES

Anthony, C. P. and Kolthoff, N. *Textbook of Anatomy and Physiology,* (9th ed).

Butterworth, B. B. *Human Body.*

Bander, A. J.; Shuman, J. H., and Luciana, D. S. *Human Physiology: The Mechanics of Body Function.*

OBJECTIVE 2

Understands personality and psychological adjustment factors affecting normal human growth and development.

2:1 Understands personality and psychological adjustment factors affecting normal human growth and development.

- 2:1:1 Describes the influence of parental relationships
- 2:1:2 Describes the influence of trauma of pregnancy/delivery
- 2:1:3 Describes the influence of maternal mental health
- 2:1:4 Describes environmental influences

2:2 Comprehends normal psychosocial development characteristics affecting personality development

- 2:2:1 Describes developmental sequences and individual differences as they relate to the aging process
- 2:2:2 Discusses psychosocial and biological influences upon sex differences
- 2:2:3 Describes influence of parental attitudes and expectations
- 2:2:4 Describes influences of reference group attitudes and expectations

2:3 Comprehends the function of fulfillment of developmental tasks in personality development and psychological adjustment

2:4:1 Identifies general principles of personalization and socialization

2:4:2 Identifies culture/personality theories in personality development

SUGGESTED LEARNING ACTIVITIES

READ:

Coleman, J. C. *Abnormal Psychology and Modern Life,* pp. 51-117.

DeFleur, M. L.; D'Antonio, W. V.; and DeFleur, L. B. *Sociology: Human Society,* pp. 123-173.

Ferguson, L. R. *Personality Development.*

Harris, M. *Culture, People, Nature: An Introduction to General Anthropology,* pp. 587-618.

Hetherington, E. M. and Park, R. D. *Child Psychology: A Contemporary Viewpoint* (basic text).

PARTICIPATE:

- Develop a schematic life representation and discuss with class members.

VIEW:

Aspects of Behavior, NAMH Film Service, Alexandria, Virginia, 30 minutes, 16 mm color film.

The Divided Man, NAMH Film Service, Alexandria, Virginia, 5 minutes, 16 mm color film.

Family, NAMH Film Service, Alexandria, Virginia, 14 minutes, 16 mm color film.

I Am, HAMH Film Service, Alexandria, Virginia, 14 minutes, 16 mm color film.

I Think, NAMH Film Service, Alexandria, Virginia, 19 minutes, 16 mm color film.

Modern Life: Choices & Conflicts, NAMH Film Service, Alexandria, Virginia, 9 minutes, 16 mm color film.

Personality, NAMH Film Service, Alexandria, Virginia, 13 minutes, 16 mm color film.

Together, NAMH Film Service, Alexandria, Virginia, 13 minutes, 16 mm color film.

Sex Role Development, CRM Educational Films, Del Mar, California, 23 minutes, 16 mm color film.

Development of Individuality, Lansford Publishing Company, San Jose, California, transparency series.

Development Process—Set I, Lansford Publishing Company, San Jose, California, transparency series.

Learning Process—Set II, Lansford Publishing Company, San Jose, California, transparency series.

SUPPLEMENTARY READINGS AND RESOURCES

Corsini, J. *Current Psychotherapies.*

Exupery, P. *The Little Prince.*

Gesell, A.; Ilg, F. L.; Ames, L. B.; and Rodell, J. L. *Infant and Child in the Culture of Today.*

Hall, C. S. and Lindzey, G. *Theories of Personality,* pp. 29-116, 417-581.

Marx, M. H. and Hillix, W. A. *Systems and Theories in Psychology.*

OBJECTIVE 3

Understands cognitive and adaptive process affecting the growth and development of the individual

3:1 Comprehends the stages of cognitive development

- 3:1:1 Describes the sensori-motor period
- 3:1:2 Describes the preoperational period
- 3:1:3 Describes the concrete operational period
- 3:1:4 Describes the formal operational period

3:2 Comprehends the characteristics of adaptive behavior of normal individuals

3:3 Comprehends socio-environmental influences on learning

- 3:3:1 Describes the individual's impact on society and natural and man-made resources
- 3:3:2 Describes the impact of different groups on individual thought processes

SUGGESTED LEARNING ACTIVITIES

READ:

Cratty, B. J. *Active Learning: Games to Enhance Academic Abilities.*

Cratty, B. J. *Learning About Human Behavior Through Active Games.*

Morgan, C. T. and King, R. A. *Introduction to Psychology,* pp. 59-92, 137-170, 400-422.

Wadsworth, B. J. *Piaget's Theory of Cognitive Development.*

PARTICIPATE:

- Experiment with learning concepts and children's games for different age groups, including:

Numbers	Space
Shapes	Verbal concepts (word meanings)
Size	Distances
Color	Specific socialization skills —share, take turns, etc.

VIEW:

Cognitive Development, CRM Educational Films, Del Mar, California, 18 minutes, 16 mm film.

Piaget's Developmental Theory: Classification, Davidson Films, San Francisco, California, 17 minutes, 16 mm film.

Piaget's Developmental Theory: Conservation, Davidson Films, San Francisco, California, 28 minutes, 16 mm film.

MODULE 3

Orientation to Disability Groups

Introduction

Every individual holds his or her own definition of leisure appropriate to the needs of his or her own life situation. Whether leisure is defined as a state of being, a concept of time, or as freedom for utilitarian pursuits, or just as a social phenomena, its meaning to the individual remains subjectively determined. Therapeutic recreation holds as a basic premise that each individual has a right to meet his or her own play, recreation, and leisure needs. Also, basic to the philosophy of therapeutic recreation is the fact that many individuals are unable to meet these needs due to psychological, sociological, or biological dysfunctions. These individuals can be thought of as having problems with leisure. The type and extent of dysfunction dictates to what extent purposive intervention is required.

It is not the intent of this module to dichotomize between normal growth and dysfunction, nor should the reader assume that all individuals faced with disabling conditions are incapable of meeting their own leisure needs, nor that "normal" individuals are capable in the same respect. Health and dysfunction can be more accurately viewed on a continuum where determination of functional levels is not always clear. For example, a person with a severe disability such as quadraplegia may not be handicapped in his ability to meet his leisure needs and therefore would not be a candidate for therapeutic recreation services.

Knowledge of disabling conditions is a fundamental prerequisite to those in the field of therapeutic recreation. The knowledge base forms the foundation for programming and systematic intervention. The purpose of this module is to present the student with an overview of disability groups.

A combination of in-class learning activities, field practicums, and site visitations are synthesized to give the student insight into mental illness, mental retardation, physical illness and disability, learning disabilities, aging, and socio-economic and cultural deprivation.

Each objective which deals with one of the above-mentioned groups is viewed with several factors in mind including theoretical orientations, definitions, and classifications, various levels of functioning, and implications for therapeutic recreation.

It is not expected that the student become expert in each of the disability groups. The purpose of the module is to acquaint students with the varieties of disabling conditions. This module, in conjunction with the first field practicum, experience enables the student to survey the varieties of disabled groups which comprise the potential service population.

OBJECTIVE 1

Comprehends the characteristics of mental illness

1:1 Outlines the major theoretical orientations and classifications

- 1:1:1 Describes the disease model
- 1:1:2 Describes the maladaptive model

1:2 Defines abilities

- 1:2:1 Defines emotional characteristics
- 1:2:2 Describes intellectual implications
- 1:2:3 Describes social implications
- 1:2:4 Describes biological implications

1:3 Describes implications of abilities

SUGGESTED LEARNING ACTIVITIES

READ:

Braginsky, B. and Braginsky, D. *"Mental Hospitals as Resorts. Psychology Today,* 1973 (March), pp. 22, 24-46, 30-34, 100.

Hacker, D. "Asylum from Asylums." *National Observer,* 1974 (April 27).

Katz, B. "Finding Psychiatric Help Can Be Tramatic Itself." *National Observer,* 1972 (December 16), p. 9.

Kraus, R. *Therapeutic Recreation Service,* pp. 65-93.

Meyer, L. E. "Recreation and the Mentally Ill." In Stein, T. A. and Sessoms, H. D. (eds.) *Recreation and Special Populations,* pp. 29-165.

Rosenhan, D. "On Being Sane in Insane Places." *Psychology Today,* 1976 (March).

LISTEN:

Odyssey Into Lunacy, David Rosenhan, *Psychology Today,* audio-cassette.

Austism, Laura Schriebman, *Psychology Today,* audio-cassette.

VIEW:

Community Mental Health, National Audio-Visual Center, 10 min., color film.

PARTICIPATE:

- Discuss possible behaviors which might be exhibited by:

  1. A passive person
  2. An aggressive person
  3. A regressive person
  4. A depressed person

  In each of the following:
  - a. volleyball
  - b. reading
  - c. eating in public

PERFORMANCE CRITERIA

A. The student will differentiate between the disease model and the maladaptive model by providing the interpretation that each model would provide given a hyphothetical case study.

B. The student will identify five misconceptions about mental illness that have perpetuated the stigma associated with it.

C. The student will identify five factors that are considered to be major deficiencies in current mental illness treatment practices.

D. The student will demonstrate his understanding of the major psychiatric diseases by describing two symptoms each of a person characterized as:
   1. Neurotic
   2. Autistic
   3. Psychopathic
   4. Schizophrenic

E. The student will provide three reasons why de-institutionalization of the mentally ill is either a positive or negative trend.

SUPPLEMENTARY READINGS AND REFERENCES

Babow, I. and Simkin, S. "The Leisure Activities and Social Participation of Mental Patients Prior to Hospitalization." *Therapeutic Recreation Journal, 5* (4), 1971, pp. 161-167.

Ferster, C. B. "The Autistic Child." *Psychology Today,* 1968 (November), p. 35.

Kraus, R. "Recreation and Related Therapies in Psychiatric Rehabilitation: A Research Study." *Therapeutic Recreation Journal, 7* (3), 1973, pp. 12-18.

McQueen, R. "Larry: The Case History of a Mistake." *Reader's Digest,* 1970 (December) pp. 133-137.

Stringham, L. "New Directions in Mental Retardation." *Recreation in Treatment Centers,* 3, 1964, pp. 5-6.

Pratt, J. "Learning to Work and Play Again." *Recreation in Treatment Centers, 7,* 1964, pp. 18-21.

Szasz, T. *The Myth of Mental Illness.*

Weiss, C. and Phillip, S. "Recreation and the Community Mental Health Center: Issues and Outlooks." *Therapeutic Recreation Annual, 7,* 1970, pp. 25-29.

OBJECTIVE 2

Comprehends the characteristics of mental retardation

2:1 Outlines etiology and major definitions and classification of systems

- 2:1:1 Describes etiology
- 2:1:2 Outlines major classification systems

2:2 Defines functional abilities

- 2:2:1 Defines intellectual characteristics
- 2:2:2 Describes psychological implications
- 2:2:3 Describes social implications
- 2:2:4 Describes biological implications

2:3 Describes implications of functional abilities

SUGGESTED LEARNING ACTIVITIES

READ:

Braginsky, B., and Braginsky, D. "The Mentally Retarded: Society's Hansels and Gretels." *Psychology Today,* 1974 (March), pp. 18-21.

Hayes, G. "Recreation and the Mentally Retarded." *In* Stein, T. A. and Sessoms, H. D., (eds.) *Recreation and Special Populations,* pp. 65-101.

Kraus, R. *Therapeutic Recreation Service,* pp. 94-113.

McQueen, R. "Larry: The Case History of a Mistake." *Reader's Digest,* 1970 (December) pp. 113-137.

Stringham, L. "New Directions in Mental Retardation." *Recreation in Treatment Centers, 3,* 1964, pp. 5-6.

VIEW:

Normalization: The Right to Respect, Atlanta Association for Retarded Citizens 15 min., 16 mm color film.

World of the Right Size, Nebraska Psychiatric Institute, 20 min., 16 mm color film.

Way Out of the Wilderness, National Audio-Visual Center, 30 min., 16 mm color film.

Somebody Waiting, Extension Media Center, Berkeley, CA, 24 min., 16 mm color film.

SUPPLEMENTARY READINGS AND REFERENCES

Boyd, W. and Harnett, F. "Normalization and Its Implications for Recreational Services." *Leisurability, 1* (2), 1975, pp. 22-28.

Burghard, E. "Recreation for the Retarded—An Aid to Balanced Living." *In Recreation in Treatment Centers, 3,* 1964, pp. 10-11.

Grossman, H. J. (ed.), *Manual on Terminology and Classification of Mental Retardation.* Baltimore: Garamond/Pricemark Press, 1973.

Heimark, R. and McKinnon, R. "Leisure Preferences of Mentally Retarded Graduates." *Therapeutic Recreation Journal, 5* (2), 1971, pp. 59-68, 93.

Old Saybrook, Connecticut: Institute for Management, Inc. *The Physical Activities Report,* (newsletter).

Johnson, G. O. "Psychological Characteristics of the Mentally Retarded." *In* Cruikshank, W. and Johnson, G. O. (eds.) *Psychology of Exceptional Children and Youth,* pp. 495-597.

Kelley, F. "Recreational Services for the Retarded—An Urgent Need." *In Recreation in Treatment Centers, 3,* 1964, pp. 12-15.

Moran, J. M. and Kalakian, L. H. *Movement Experiences for Mentally Retarded and Educationally Disadvantaged Children.*

Neal, L. (ed.) *Recreation's Role in the Rehabilitation of the Mentally Retarded.*

Therapeutic Recreation Journal, 3 (3), 1969 (whole issue—Therapeutic Recreation Service and Mental Retardation).

PERFORMANCE CRITERIA

A. The student will identify three specific *known* causes of mental retardation.

B. The student will identify the five factors generally considered when defining mental retardation.

C. The student will demonstrate an understanding of the AAMD classification system by providing one example of the characteristics (functioning levels) of individuals at each of the identified levels.

D. The student will identify five program guides or principles as stated by Hayes for the recreation specialist working with the mentally retarded.

E. The student will identify two potential drawbacks of using I.Q. as the sole or even primary diagnostic tool and treatment rationale.

OBJECTIVE 3

Comprehends the characteristics of physical illness and disability

3:1 Outlines etiology and characteristics of major disability groups

- 3:1:1 Describes neurological-congential disabilities
- 3:1:2 Describes muscular-skeletal disabilities
- 3:1:3 Describes sensory disabilities
- 3:1:4 Describes organic disabilities

3:2 Defines functional abilities

- 3:2:1 Defines biological characteristics

3:2:2 Describes emotional implications
3:2:3 Describes intellectual implications
3:2:4 Describes social implications

3:3 Describes implications of functional abilities

SUGGESTED LEARNING ACTIVITIES

READ:

Driscoll, J. "Learning to Cope with Crippling Disease." *National Observer,* 1972 (April 8), p. 8.

International Society of Crippled Children, Inc. *The Crippled Child's Bill of Rights.*

Kraus, R. *Therapeutic Recreation Service,* pp. 115-141.

Lovelace, Betty, "The Role of the Recreation Therapist with the Terminally Ill Child." *Therapeutic Recreation Journal, 8,* (1), 1974, pp. 25-28.

Pomeroy, J. *Recreation for the Physically Handicapped,* p. 3-18.

Pozanski, E. "Emotional Issues in Raising Handicapped Children." *Rehabilitation Literature,* 1973 (November), pp. 322-326.

Stein, J. "Environmental Barriers to Persons with Disabilities." *Therapeutic Recreation Journal, 5* (1), 1971, pp. 11-12.

Stein, T. A. "Recreation and Persons with Physical Disabilities." *In* Stein, T. A. and Sessoms, H. D. (eds.) *Recreation and Special Populations,* pp. 193-226.

Young, E. G. "Recreation and the isually Impaired." *In* Stein, T. A. and Sessoms, H. D. (eds.) *Recreation and Special Populations,* pp. 227-280.

VIEW:

Paralympics, Heidleburg 1972, National Wheelchair Athletic Association, 15 min., 16 mm color film.

Like Other People, Perennial Education, Inc. 25 min., 16 mm color film.

Public Attitudes Toward the Physically Disabled, Curative Workshop of Milwaukee, 90 min., color video-cassette.

World of the Deaf-Blind Children: How They Communicate, Campbell Films, 25 min., 16 mm color film.

Not Without Sight, American Foundation for the Blind, 17 min., 16 mm color film.

What Do You Do When You See A Blind Person, American Foundation for the Blind, 14 min., 16 mm color film.

PARTICIPATE:

- Participate in "Try on a Disability," activity. Discuss your reaction. Research and lead a discussion to include definition, cause, symptoms, treatment, and barriers peculiar to a specific disability.
- Listen to and discuss audio-cassette, Stigma I: What It's Like to Be Disabled.

PERFORMANCE CRITERIA:

A. The student will identify three types of neurological-congential disabilities by listing a minimum of five symptoms/characteristics of each.

B. The student will identify two types of muscular-skeletal disabilities by listing a minimum of five symptoms/characteristics of each.

C. The student will differentiate among three types of sight disorders by identifying two characteristics of each.

D. The student will identify two of the most common problems that a congenitally deaf person must face.

E. The student will identify three problems that are unique to a person that becomes adventitiously disabled.

F. The student will identify a minimum of ten environmental barriers that face persons with mobility limitations.

G. The student will identify a minimum of three psychological/emotional factors that often present problems for a physically disabled person and/or his family.

H. The student will identify three common problems facing the physically disabled person in social relationships.

SUPPLEMENTARY READINGS AND RESOURCES:

Caniff, C. "Architectural Barriers: A Personal Problem." *Rehabilitation Literature, 23* (1), 1962 (January) pp. 13-14.

Dethlefs, T. "Modifications for Handicapped Persons in Outdoor Recreation." *Therapeutic Recreation Journal, 5* (2), 1971, 72-74, 94.

Frost, A. *Handbook for Paraplegics and Quadraplegics.*

Olson, S. and Meredith. D. *Wheelchair Interiors.*

Recreation Resource Center. *Design Standards to Accommodate People With Physical Disabilities in Park and Open Space Planning.*

OBJECTIVE 4

Comprehends the characteristics of learning disabilities

4:1 Outlines etiology and characteristics of major groups

- 4:1:1 Identifies disabilities
- 4:1:2 Describes auditory disabilities
- 4:1:3 Describes verbal disabilities
- 4:1:4 Describes perceptual disabilities
- 4:1:5 Describes tactile disabilities

4:2 Defines functional abilities

- 4:2:1 Describes intellectual implications
- 4:2:2 Describes emotional implications
- 4:2:3 Describes biological implications

4:3 Describes implications of functional abilities

SUGGESTED LEARNING ACTIVITIES

READ:

McCarthy, J. T. and McCarthy, J. F. *Learning Disabilities.*

Williams, B. *Your Child Has a Learning Disorder: What Is It?*

VIEW:

Why Billy Couldn't Learn, California Association for Neurologically Handicapped Children, 40 min., 16 mm color film.

A Walk in Another Pair of Shoes, California Association for Neurologically Handicapped Children, slide presentation.

LISTEN:

Children with Learning Disabilities, Sigma Information, Inc., three audio-cassettes.

PARTICIPATE:

- In class, simulate the following common learning disabilities and discuss your reactions:
  auditory perceptive difficulty
  left-right confusions
  poor large and small muscle control
  poor sense of balance
  confused sense of position.
- Participate in a mirror image exercise, discuss reactions.

PERFORMANCE CRITERIA:

A. The student will identify five characteristics generally considered in diagnosing a learning disability.

B. The student will identify two common misconceptions about learning disabilities in relationship to mental retardation.

C. The student will identify three major factors to be considered when planning a recreation program for the dyslexic child.

SUPPLEMENTARY READINGS AND REFERENCES:

Crowther, D. "The Continuum of Neurological Impairment: Its Eitology and Clinical Detection." *C.A.N.H.C. Reports,* 1963 (October).

Denhoff, E. "The Responsibility of the Physician, Parent, and Child in Learning Disabilities." *Rehabilitation Literature,* 1974 (August), pp. 226-233.

Gardner, H. "Developmental Dyslexia. . . ." *Psychology Today,* 1973 (August) pp. 63-67.

Golick, M. *She Thought I was Dumb, But I Told Her I Had a Learning Disability*

Lewis, R. *The Brain Injured Child.*

Mulligan, W. "A Study of Dyslexia and Delinquency." *Academic Therapy, 53* (3) 1969 (Spring), pp. 177-187.

Mykelbust, H. "Learning Disorders, Psychoneurological Disturbances in Childhood." *Rehabilitation Literature,* 1964 (December), pp. 354-360.

Ontario Association for Children with Learning Disabilities. *The Doctor Looks at the Neurologically Handicapped Child.*

Williams, B. *Brain Damage and the Mind.*

OBJECTIVE 5

Comprehends the characteristics of the socially maladaptive and culturally deprived

5:1 Outlines etiology and characteristics of socially maladaptive, disadvantaged and deprived

- 5:1:1 Describes the culturally and socio-economically deprived who have maladaptive characteristics
- 5:1:2 Describes the drug and alcohol dependent
- 5:1:3 Describes those confined to correctional institutions

5:2 Defines functional abilities

- 5:2:1 Describes emotional implications
- 5:2:2 Describes social implications
- 5:2:3 Describes intellectual implications
- 5:2:4 Describes biological implications

5:3 Describes implications of functional abilities

SUGGESTED LEARNING ACTIVITIES

READ:

Flynn, E. "Recreation Programs for Jails: An Outlandish Proposition:" *In* Kelley, J. (ed.) *Expanding Horizons in Therapeutic Recreation II,* pp. 13-19.

Hormachea, C. "Correctional Recreation: History and Philosophy of Treatment." In Kelley, J. (ed.) *Expanding Horizons in Therapeutic Recreation II,* pp. 97-103.

Hutchison, I. "Recreation and Racial Minorities." *In* Stein, T. A. and Sessoms, H. D. (eds.) *Recreation and Special Populations,* pp. 323-352.

Irelan, L. and Besner, A. "Low Income Outlook on Life." *In* Hormachea, C. and Hormachea, M. (eds.) *Recreation in Modern Society,* pp. 79-88.

Kelgard, R. "Brain Damage and Delinquency—a Question and a Challenge." *Academic Therapy Quarterly,* 1968 (Spring).

Kraus, R. *Therapeutic Recreation Service,* pp. 163-188.

Murphy, J. "Recreation and the Economically Deprived." *In* Stein, T. A. and Sessoms, H. D. (eds.) *Recreation and Special Populations,* pp. 281-322.

Parks and Recreation, 1974 (September), (special issue—recreation in corrections).

VIEW:

Juvenile Delinquency, Lansford Publishing Company, transparencies.

PARTICIPATE:

- Listen to guest lecturer on the field of corrections.
- Debate the issues of juvenile delinquency, adult offenses, alcoholism, drug abuse, and sexual deviation with respect to:
  1. Punishment vs. treatment of the socially deviant;
  2. Socio-environmental vs. bio-psysiological causes of antisocial behavior.

LISTEN:

The World of the Alcoholic, Sigma Information Inc., three audio-visual cassettes.

PERFORMANCE CRITERIA:

A. The student will differentiate among the three theories of violent behavior etiology (physiological defects, psychological maladaptive, social deprivation) by specifying one major rationale statement in support of each theory.

B. The student will differentiate among the three approaches in dealing with the delinquent/criminal (custodial-punishment-correction) by specifying two factors often considered in justifying each particular approach.

C. The student will list two reasons why there has been a lack of recreational programs in jails.

D. The student will list four factors that have significantly contributed to the high crime/delinquency rate in the poor and economically disadvantaged segment of our population.

E. The student will identify four conclusions that can be drawn on the relationship between brain damage and delinquency.

F. The student will outline the results of two "innovative" recreation programs deemed successful in working with the correctionally incarcerated *(Parks and Recreation* magazine).

G. The student will demonstrate an understanding of the problems of alcoholism and drug dependency by providing two examples of how each contributes to social disorganization.

SUPPLEMENTAL READINGS AND REFERENCES

Chaneles, S. "Open Prisons: Urban Convicts Can Turn Ghost Towns Into Rural Communities." *Psychology Today,* 1974 (April), 30, pp. 90-93.

Goldfarb, R. "American Prisons: Self-Defeating Concrete." *Psychology Today,* 1974 (January), pp. 22-26, 85, 87-89.

Hormachea, C. "Mission Rehabilitation: The Role of Recreation in Correctional System." *Therapeutic Recreation Journal, 5,* (3), 1971, pp. 119-122.

Jewell, D. "Youthful Recreation Pursuits of the Mentally Disordered Offender." *Therapeutic Recreation Journal, 7,* (3), 1973, pp. 19-25.

Lemieux, C. "Therapeutic Recreation for Alcoholics." *Therapeutic Recreation Journal, 5,* (1), pp. 19-21, 43.

Moyer, K. E. "The Physiology of Violence." *Psychology Today,* 1973 (July), pp. 35-38.

National Institute of Mental Health, *The Mentally Retarded Offender.*

Retondo, T. "The Male Heroin Addict's Participation in Recreational Activities." *Therapeutic Recreation Journal, 6,* (4), 1972, pp. 162-163.

Shelton, R. "Therapeutic Recreation Service to the Disadvantaged—Quo Vadis?" *Therapeutic Recreational Annual, 7,* 1970, pp. 41-43.

"The Shame of Prisons." *Time Magazine,* 1971 (January).

OBJECTIVE 6

Comprehends characteristics of the aging adult

6:1 Outlines influences upon, and characteristics of, the aging adult

- 6:1:1 Outlines the major theories of aging
- 6:1:2 Identifies attitudes about aging and the aged
- 6:1:3 Defines demographic data

6:2 Defines functional abilities

- 6:2:1 Describes emotional characteristics
- 6:2:2 Describes social characteristics
- 6:2:3 Describes intellectual characteristics
- 6:2:4 Describes biological characteristics

6:3 Describes implications of functional abilities

SUGGESTED LEARNING ACTIVITIES

READ:

American Hospital Association, *Winds of Change.*

Cannon, K. L. "Death and Attitudes Toward Death." *Therapeutic Recreation Journal, 8,* (1), 1974, pp. 38-41.

Halberg, K. J. "Individualized Planning for the Aging Resident." In Kelley, J. (ed.) *Expanding Horizons in Therapeutic Recreation II,* pp. 105-109.

Kraus, R. *Therapeutic Recreation Service,* pp. 142-162.

Rowthorn, A. W. "The American Style of Aging." *Therapeutic Recreation Journal, 8,* 1974, pp. 34-37.

Verhoven, P. "Recreation and the Aging." *In* Stein, T. A. and Sessoms, H. D. (eds.) *Recreation and Special Populations,* pp. 379-408.

VIEW:

Priory Method, Juan de Fuca Hospital Society, Victoria, B.C. 20 min., 16 mm color film.

LISTEN:

Kuhn, M. *The Gray Panthers,* WILL Radio-Television, University of Illinois, audio-cassettes.

Kubler-Ross, E. *Lessons From the Dying Patient,* cassettes.

PARTICIPATE:

- Discuss the influence of federal legislation (long-term care, Older Americans Act) upon programs serving the elderly.
- Prepare a one page report on the value people place on leisure in their lives and the implications of this on the elderly. Discuss in class.
- Visit with an older person (over 65 years), prepare a one to two page reaction paper on the visit.

PERFORMANCE CRITERIA

A. The student will provide an accurate description of the "disengagement" and "activity" theories of aging by applying both to a hypothetical case of a 65 year old woman about to enter a nursing home.

B. The student will provide five examples of stereotyped attitudes that assist in perpetrating the inadequate care and attention being provided to the aged and geriatric populations in this country.

C. The student will identify a minimum of four emotional/social changes that generally occur in a person that has "retired."

D. The student will identify a minimum of four intellectual/biological changes that often occur as a person reaches their "later life."

E. The student will identify two major pieces of federal legislation on behalf of the aged by discussing their implications for therapeutic recreation.

SUPPLEMENTARY READINGS AND REFERENCES:

Adult Education Association of the USA *Education for Aging.*

Atchley, R. C., *The Social Forces in Later Life.*

Baltes, P., and Schaie, K., "The Myth of the Twilight Years." *Psychology Today* 1974 (March).

Bengtson, V. *The Social Psychology of Aging.*

Fletcher, J. "The Control of Death." *Intellectual Digest,* 1973 (October).

Kubler-Ross, E., *Questions and Answers on Death and Dying.*

Library of Congress, *Federal Programs Benefitting the Elderly.*

Lucas, C., *Recreation in Gerontology.*

Mexwell, J. *Centers for Older People,* Washington, DC, National Council on the Aging, 1962.

McClannahan, L. "Recreation Programs for Nursing Home Residents: The Importance of Patient Characteristics and Environmental Arrangements." *Therapeutic Recreation Journal,* 7 (2), 1973, pp. 26-31.

Miller, M. "Medicare: Where is it Leading Us? How Can We Lead It?" *Therapeutic Recreation Annual, 7,* 1970, pp. 14-19.

Miller, S., "The Dilemma of the Aging Leisure Participant." In Rose, A. M. and Peterson, W. A. (eds.) *Older People and their Social World.*

Mullen, D. "Recreation for the Aging." In Kelley, J. (ed.) *Expanding Horizons in Therapeutic Recreation II,* pp. 21-28.

Newman, B. "The Role of Paramedical Staff with the Dying Adult Patient." *Therapeutic Recreation Journal, 8,* (1), 1974, pp. 29-33.

New York Community Aid Association. *What Are You? I Am Old.* New York: New York Community Aid Association.

Reiner, M. "Psychological Concomitants of Aging." *Therapeutic Recreation Journal, 8* (2), 1974, pp. 68-71.

Therapeutic Recreation Journal, 4 (3), (4), 1970 (special issues on therapeutic recreation service and the aging.)

U. S. Senate, Committee on Labor and Public Welfare. *Older Americans Comprehensive Service Amendments of 1973.*

INSTRUCTOR GUIDE: Orientation to Disability Groups

It is important that the instructor perceive this module in proper perspective to the goals and context of the total curriculum. At first glance it must seem that the inclusion of the various disability groups in a single module is an overwhelming and unrealistic approach. However, the instructor should approach the content of this module with the perspective that it is merely a beginning. The intent is to provide the students with a basic foundation of knowledge with which they will ultimately be working. In approaching each learning objective, the instructor will need to be succinct and explicit in dealing with the context. It will be important that the students understand the limited nature of the context and that a broader understanding of each group will develop as they progress through other modules and field practicum experiences.

Objective one focuses on mental illness and other psychological disturbances. Since mental health is of significant importance in dealing with any human being, disabled or not, it is felt that beginning with this objective is crucial. The instructor should be wary of going into this content area too deeply at this point in time, but should pinpoint the basic theories of mental health and illness and provide numerous resources that the students may turn to. It is likely that this objective, time wise, might still be the most involved of the modules.

Objective two (mental retardation) is endowed with excellent audio-visual resources that should be extremely useful whether used within or outside of the classroom. The objective lends itself to the development of study guides and other materials that will facilitate the learning process.

The instructor will of necessity have to limit the time allowed to the third objective which deals with physical disability and illness. The disability areas are organized, to assist the instructor in keeping the objective in proper perspective. It is advised that the instructor focus specific attention only on those disabilities of greatest incidence and those with which students will most likely come into contact, e.g., cerebral palsy, muscular dystrophy, blindness, deafness, cardiovascular accidents, stroke, etc. The resources identified with this objective are excellent and lend themselves to various uses.

Here-to-fore, therapeutic recreators have generally not had extensive contact with the so called "learning disabled." The curriculum designers, however, felt that contact with these types of clients will increase in the future, and that the learning disabled is worthy of a separate objective.

Objective five deals with the socially maladaptive and culturally deprived client. While realizing that this is an extremely broad and somewhat vague grouping, the characteristics and problems encountered by those persons defined within this category are certainly germane to the therapeutic recreator. As in other objectives in this module, the instructor is reminded to make it clear to students that the diseases or conditions under discussion are by no means exclusive and that problems such as alcoholism, drug abuse, poverty, et al., may be primary or secondary factors accompanying such disabilities as mental illness, mental retardation, physical disability, etc.

Objective six should be approached with special attention to problems of the elderly with medically/physically limiting conditions. Since many students entering the field might well be employed as the primary therapeutic recreator in nursing homes and extended care facilities, it is advised that the instructor focus some attention on administration and supervisory practices in such facilities including, but not limited to, the recruitment, training and utilization of volunteers.

A final point for the instructor to consider is that of helping the student to understand the interrelatedness of the various disability conditions in terms of psychological characteristics and human needs. Often students tend to overlook considerations that are sometimes less than obvious. It is imperative that students gain a health perspective regarding the *abilities* of persons with a disability or illness. As well, the students must be encouraged to look upon the client as a *whole person* with interests and needs similar to the more abled.

SPECIFIC SUGGESTIONS TO INSTRUCTORS
For Using Selected Learning Activities

OBJECTIVE ONE (Mental Illness)

Suggestion A:

Have students listen to audio-tapes out of class and submit a one to two page written report on the content and their reactions to the tapes.

Suggestion B:

In the participation activities, have students work in small groups on each activity. Discuss the small group results with the total class before moving on to the next activity. Provide the students with the specifics of a hypothetical case. If possible, have student actually observe patients with the characteristics described participate in the identified activities.

Suggestion C:

Prior to the beginning of the objective, have students submit, in writing, a two or three paragraph description of their concept of mental illness and its treatment. Have them repeat this activity when the learning activities for the module have been completed.

OBJECTIVE TWO (Mental Retardation)

Suggestion A:

Provide the students with a worksheet to be used and completed as the learning activities are completed.

Suggestion B:

Have the students view the films (out of class) and subsequently submit a written report on their understanding of the nature of mental retardation from mild to profound impairment.

Suggestion C:

Have the students make a comparison between mental illness and mental retardation, identifying a minimum of implications for differentiating therapeutic recreation programs.

Suggestion D:

Have the students (in small groups) identify three recreation activities that would, in their opinion, be appropriate for the five levels of mental retardation (AAMD classification).

OBJECTIVE THREE (Physical Illness/Disability)

Suggestion A:

In the "Try on a Disability" activity, have available, the following:

four large puzzles—six pieces each (can be made out of poster board and magazine pages or covers.)
crutches
wheelchairs
earplugs
blindfolds (and semi-transparent eye covers)
adhesive tape
large cooking mits or boxing gloves

PROCEDURE: Provide each student with a piece of the puzzle that is identified by the disability and have them apply the disability. Have students then find the other parts to the puzzle. Once completed, have participants and on-lookers discuss their feelings and observations. Have students exchange disabilities and have them participate in other recreation activities, such as musical chairs, relay, etc.

Suggestion B:

Have students view the films "Like Other People" and "What Do You Do When You See A Blind Person" in class and others out of class. Have selected students lead small group discussions on the films and report their observations to the class as a whole.

OBJECTIVE FOUR (Learning Disabilities)

Suggestion A:

The common learning disabilities can be easily simulated by utilizing various number sequences, Bender-Gestault test items, and objects and mirrors.

Suggestion B:

For the mirror image exercise, use a mirror and the star formation sheet; mazes may also be used. Have the student place the mirror and paper so that he is looking directly into the mirror and not into the paper. With a pencil, have the student begin tracing through the star without touching the lines or either side. Numerous variations which exhibit a variety of difficulties are possible.

Suggestion C:

Have the students view both the film and audio-slide presentations out of class. Afterwards, have them write a brief essay as to how therapeutic recreation activities might be effective for the learning disabled child.

OBJECTIVE FIVE (Socially Maladaptive/Culturally Deprived)

Suggestion A:

In three small groups, have the students discuss the current approaches in dealing with the incarcerated: punishment—custody—rehabilitation. Have each group report to the class their observations as to the pros and cons of each approach and the implications to the offender and society.

Suggestion B:

Have small groups of students visit: a jail, a prison, a detention center, a group home, a maximum security hospital, an alcoholic rehabilitation unit or AA meeting, an inner city (ghetto) community center, a drug abuse/withdrawal facility, and report back to the entire class on:

(a) the organization and structure of the facility and programs
(b) the philosophy and goals
(c) current or possible recreation programs and their rationale for being.

OBJECTIVE SIX (Aged)

Suggestion A:

Make arrangements with a nursing home or other long-term care facility for the aged for students to visit and spend some time talking with the residents. Have them write a one or two page paper to include the following in relationship to the particular patient:

(1) Is the nursing home the best possible placement for the individual? If so, why? If not, what type of situation/facility would he suggest?
(2) Does the nursing home seem to meet the individual resident needs or does it seem to be merely a custodial care facility?
(3) Does the nursing home ascribe to the activity therapy in disengagement theory in respect to its residents?
(4) How does the resident feel about being in the nursing home?
(5) Does the activity program in the nursing home seem to be diversified and meeting the resident's needs?

Suggestion B:

Have the students listen to the audio tapes out of class and then discuss the concepts as a group.

MODULE 4

Programming and Evaluation of Therapeutic Recreation Services

Introduction

Program design provides the framework by which leisure services, particularly therapeutic recreation services, are provided. Prior to the application of the therapeutic recreation process, an intervention system which is usually referred to as a program must be developed.

A professional in therapeutic recreation must be capable of programming to meet individual client needs as well as programming to meet needs of the total client population. It involves far more than a calendar of events or a timetable of activities. "Program" is used here to mean the total framework in which activities are planned and carried out. It refers to meeting both the total program goals and individual client needs.

As budgets get tighter, and the dollar decreases in value, the issue of accountability has become increasingly important to therapeutic recreation professionals and their administrators. The who, what, when, where, and especially the whys of therapeutic recreation services become essential in any effort to establish accountability. Program design and evaluation is an attempt to undertake a systematic approach to the planning, implementation, and assessment of the delivery of therapeutic recreation and leisure services.

Program considerations involve not only planning and arranging the schedule of activities which are to take place, but also defining client objectives, and determining the ways and means by which these objectives and goals may be met.

The purpose of this module then, is to provide the student with a conceptual and practical frame of reference with which he or she can effectively design and evaluate the therapeutic recreation program. The module is concerned with principles of program planning, development of program objectives, program content, techniques of program evaluation, and resources as they relate to programming.

The first objective addresses itself to resource utilization factors including facility usage; equipment, media, and supply factors; and health and safety regulations.

The ability to analyze principles for program planning calls for an understanding of individual client needs and functional levels. This is covered in objective two. Environmental influences, planning frames of reference, scheduling factors, steps in program development, and limiting factors and constraints on programming are also considered.

Planning to meet the needs of clients requires students to have the ability to understand and synthesize the process of developing goals and objectives. Objective three calls for the student to apply client or consumer needs and abilities to the development of specific behavioral objectives and outcome goals.

Objective four addresses itself to principles of program implementation and to specific types of recreation programs, including ongoing programs, special events, and special focus programs.

In the past, many therapeutic recreation programs have been evaluated on the basis of numbers; that is, the success of a program was determined by the number of people who participated. While numbers may be important in terms of scheduling and resource utilization, more effective methods of assessment focuses on all the program components. Both process and summative evaluation methods are needed. Objective five is aimed at having students identify approaches to evaluation and gain an understanding of methods of subjective and objective assessment techniques.

The reader should recognize the comprehensiveness of this module. However, it is not expected that entry-level professionals should be fully proficient in total program design and evaluation. In many instances they will be working under the direction of personnel more qualified in this area. While entry-level professionals will probably have input in these activities, their primary responsibilities will be in the implementation of programs. It should be noted however, that in some instances (e.g., a nursing home), the entry-level professional will be the only therapeutic recreation worker, and may be given major responsibility for the total program planning and evaluation effort. It is also expected that entry-level professionals will need the competency to design both individual client programs and other major group or mass activities in the total program design.

Application of the objectives in this module is enhanced through the three field practicum experiences in which the student will gain skill and experience in conducting and planning the delivery of therapeutic recreation services.

As previously mentioned, prior to the application of the therapeutic recreation process, a program must be developed in order that services can be delivered. It is expected that at the completion of this module, the student will have attained knowledge of the therapeutic recreation process and factors in program design and evaluation.

OBJECTIVE 1

Analyzes resource utilization factors in program implementation

1:1 Understands facility and outdoor area utilization factors

- 1:1:1 Considers design variations
- 1:1:2 Explains standards for facility and outdoor area construction renovation
- 1:1:3 Identifies health and safety considerations

1:2 Understands equipment requirements and utilization factors

- 1:2:1 Understands proper utilization of recreation equipment
- 1:2:2 Recognizes uses of supportive equipment
- 1:2:3 Illustrates equipment adaptations
- 1:2:4 Identifies health and safety considerations

1:3 Understands utilization of media and supply requirements

- 1:3:1 Identifies recreational media and supplies
- 1:3:2 Recognizes supportive media and supplies
- 1:3:3 Demonstrates media and supply adaptations

SUGGESTED LEARNING ACTIVITIES

READ:

Adams, R.; Daniel, A.; and Rullman, L. *Games, Sports, and Exercises for the Physically Handicapped,* pp. 97-197.

Fish, H. *Activity Programs for Senior Citizens,* pp. 40-46.

Gump, P. and Mei, Y. "Active Games for the Physically Handicapped Children." In Avedon, E. M. and Sutton-Smith, B. (eds.). *The Study of Games,* pp. 365-370.

The Best of Challenge, v. 1, pp. 162-168.

Trends, 1974 (July, August, September).

PARTICIPATE:

- Complete a worksheet listing characteristics problems that persons with physically limiting conditions might encounter at a site for a recreation program, for instance: surfaces, ramps, curbings, railings, lighting, tables, fountains and so forth.

- Delineate the design factors and adaptation that should be considered for effective and safe utilization with a group of physically and mentally handicapped children in the following:
  1. Conducting an arts and crafts program
  2. Utilizing playground equipment (swings, slides, apparatus, sand areas, etc.)
  3. Designing a swimming pool

- Conduct an areas and facilities study of a community recreation department or agency and report on the following:
  1. Brief description of the area and the facility
  2. Accessibility to the area and the facility (architectural barriers)
  3. Accessibility within the area and the facility (architectural barriers)
  4. Needed adaptations or modifications for complete accessibility
  5. Assessment of the layout or design for effective programming (be specific)
  6. Safety considerations and/or lack of same
  7. Your assessment of department's or agency's attitude toward special populations in programs
  8. Brief description of activities and programs designed to include the special populations (adapted equipment used)
- Assume (simulate) a specific disability and participate in a recreational activity in a recreational facility or park.
- Use a checklist to evaluate the design, accessibility, safety and health precautions of a recreation area and/or facility.
- Bring to class at least one supply catalog and one equipment catalog that would be used in ordering for a therapeutic recreation program.
- Participate in the mock ordering of recreation supplies and equipment to be utilized in a therapeutic recreation program.

VIEW:

The Surest Test, Easter Seal Society of Washington, 10 minutes, 16 mm color film.

PERFORMANCE CRITERIA:

A. The student will identify five major architectural barriers and correctly specify how they could be eliminated.

B. The student will identify five considerations in selecting a site for an outdoor recreation area that will be accessible and usable by all persons.

C. The student will demonstrate the ability to operate safely and efficiently five of the following:

trampoline, swimming pool chlorinator, mimeograph machine, 16 mm movie projector, adjustable basketball hoop, xerox machine, sewing machine.

D. The student will demonstrate the ability to modify the following to meet the needs of a person having a physically, mentally, emotionally, or socially disabling condition: badminton, riflery, fishing gear, archery, bowling.

E. The student will demonstrate the ability to order, procure, organize and use materials required for a specific crafts project.

F. The student will identify the rationale for using clay as opposed to paper mache or visa versa where working with a client with a specific physically, mentally, emotionally or socially disabling condition. (*Best of Challenge*, pp. 167-168).

G. The student will outline a nature trail that would be accessible to and usable by all persons regardless of the type or degree of disability.

SUPPLEMENTARY READINGS AND RESOURCES:

American Alliance for Health, Physical Education, and Recreation. *Planning Areas and Facilities for Health, Physical Education and Recreation.*

Asher, E. "Equipment Designed as a Possible Rehabilitation Agent." *In* Neal, L. *Recreation's Role in the Rehabilitation of the Mentally Retarded.*

Bowers, L., *et al. Play Learning Centers for Preschool Handicapped Children.*

Bray, P., Cunningham, D. Vehicles for the Severely Disabled. *Rehabilitation Literature,* 1967 (April), pp. 98-109.

Grosse, S. J. "Physically Handicapped Children Use the Stage. *Journal of Health, Physical Education, and Recreation,* 1972 (June) pp. 71-72.

Gutman, E. and Gutman, E. *Wheelchair to Independence.*

Laging, B. "Furniture Design for the Elderly." *Rehabilitation Literature,* 1967 (April).

Lancaster, B. L. *Wheel Chair Assisting.*

Larch, H., *et al.* Modular Therapeutic/Recreational Playground for the Mentally Retarded and Developmentally Disabled." pp. 73-80. In Robb, G. M. and Hitzhusen, G. (eds). *Expanding Horizons in Therapeutic Recreation III.*

Mace, R. I., and Laslett, B. *An Illustrated Handbook of the Handicapped Section of the North Carolina State Building Code.*

Masek, M. Trails, Playgrounds and Activities for the Handicapped. In Robb, G. M. and Hitzhusen, G. (eds). *Expanding Horizons in Therapeutic Recreation III.*

McGauhey, R. "From Solution to Solution: The New Focus In Fighting Environmental Barriers for the Handicapped." *Rehabilitation Literature,* 37 (1), 1976, pp. 10-12.

Michaux, L. *The Physically Handicapped and the Community.*

Nellist, I. *Planning Buildings for Handicapped Children.*

Olson, S.; and Meredith, D. *Wheel Chair Interiors.*

President's Committee on Employment of the Handicapped. *Forging a Barrier Free Society.*

Recreation Resources Center. *Design Standards to Accommodate People With Physical Disabilities in Park and Open Space Planning.*

U. S. Department of Health, Education, and Welfare. *National Park Guide for the Handicapped.*

U. S. Department of Health Education, and Welfare. *Outdoor Recreation Planning for the Handicapped.*

U. S. Department of Housing and Urban Development. *Barrier Free Site Design.*

OBJECTIVE 2

Analyzes the principles for program planning

2:1 Understands human needs, differences and functional levels

- 2:1:1 Defines psychological needs
- 2:1:2 Defines social needs
- 2:1:3 Defines physiological needs
- 2:1:4 Defines biological needs
- 2:1:5 Defines intellectual needs

2:2 Understands environmental influences

- 2:2:1 Describes natural resources
- 2:2:2 Identifies physical resources

2:2:3 Identifies geographical location
2:2:4 Identifies socio-economic factors
2:2:5 Identifies political-government systems
2:2:6 Defines educational systems
2:2:7 Defines cultural ethnic lineage
2:2:8 Explains transportation systems

2:3 Demonstrates knowledge of planning frames of reference

2:4 Understands scheduling factors

2:4:1 Considers personnel requirements
2:4:2 Enumerates financial considerations
2:4:3 Identifies time requirements and considerations
2:4:4 Explains facility requirements and considerations
2:4:5 Identifies resource requirements and considerations (supplies/equipment)
2:4:6 Identifies environmental considerations

2:5 Interprets steps in program development

2:6 Interprets limiting factors or constraints imposed by agencies

SUGGESTED LEARNING ACTIVITIES

READ:

Compton, D. "The Environment As a Precipitator of Activity." *Illinois Parks and Recreation,* 1976 (January-February) pp. 12-13, 26.

Danford, H.; and Shirley, M. *Creative Leadership in Recreation,* pp. 110-124.

Edgington, C.; and Hanson, C. "Appraising Leisure Delivery Service." *Parks and Recreation Magazine,* 1976 (March).

Humke, R. T.; and Stenoien, A. M. *Planning Community Wide Special Events.*

MacCoby, E., and Jacklin, C. "What We Know and Don't Know About Sex Differences." *Psychology Today,* 1974 (December) pp. 109-112.

Peterson, C. A. "Applications of Systems Analysis Procedures To Program Planning in Therapeutic Recreation." *In* Avedon, E. M. *Therapeutic Recreation Services: An Applied Behavioral Science Approach,* pp. 128-154.

Tillman, A. The Program Book for Recreation Professionals, pp. 1-20; 25-32; 57-68.

OTHER ACTIVITIES:

- In planning a comprehensive recreation program for special populations, discuss the importance of considering each of the following conditioning factors (use a comparative analysis):

Individual

Cultural heritage	Sex
Functional level	Educational levels
Socialization factors	Length of institutionalization
Age	Participant interest

Environmental

Natural resource availability	Physical resource availability
Climatic conditions	Transportation
Geography	Political systems
Population distribution	Educational system
	Technology

- Interview an activity director or therapeutic recreation director and report to class on the frame of reference utilized in program planning for that agency.
- Develop and present in class a one-week therapeutic recreation program schedule for any special population and setting.
- Critique a recreation interest survey instrument.

PERFORMANCE CRITERIA

A. The student will identify one characteristic difference among children, adolescents, young adults, adults, and senior adults that must be considered in planning programs as they relate to:
   1. Psychological needs
   2. Social needs
   3. Physiological needs
   4. Biological needs
   5. Intellectual needs

B. The student will correctly identify five specific environmental factors (Danford, Tillman, Macoby) that will influence the program planning state.

C. The student will correctly identify three planning frames of reference in program design.

D. The student will demonstrate effectiveness of scheduling ability by: (1) planning a program for a specific group and (2) implementing the program for a specific group.

E. The student will identify five potential situations or circumstances that could impose limitations or constraints on an otherwise ideally constructed program.

SUPPLEMENTARY READINGS AND RESOURCES

Avedon, E. *Therapeutic Recreation Service: An Applied Behavioral Science Approach*, pp. 106-127.

Binstock, J. "Requiem for Momism." *Futurist*, 1972 (June).

Brown, R. "Year-round Schools and Recreation." *Parks and Recreation*, 1972 (November), pp. 20-23, 38.

Chase, J. "Street Games of New York City." *In* Herron, R. E. and Sutton-Smith, B. (eds). *Childs Play*, pp. 71-72.

Danford, H.; and Shirley, M. *Creative Leadership in Recreation*, pp. 108-111; 125-152.

Dodson, D. W. "Dynamics of Programming." *In* Gray, D. and Pelegrino, D. *Reflections on the Recreation and Park Movement*, pp. 86-89.

Eifermann, R. "Social Play in Childhood." *In* Herron, R. E. and Sutton-Smith, B. (eds). *Childs Play*, pp. 289-296.

Erikson, E. "Sex Differences in the Play Configuration of American Pre-adolescents." *In* Herron, R. E. and Sutton-Smith, B. (eds). *Childs Play*, pp. 126-144.

Friggins, P. "New Impetus for the Year-Round School." *PTA Magazine*, 1972 (March).

Hendee, J. "Rural-Urban Differences Reflected in Outdoor Recreation Participation." *Journal of Leisure Research*, *1* (4), 1969, pp. 333-339.

Kraus, R. *Recreation Today: Program Planning and Leadership*. Office of Recreation and Park Resources, University of Illinois. *The Community School.*

Pressman, H. "Schools to Beat the System." *Psychology Today*, 1969 (March), pp. 58-63.

Robert, L.; and Bruce, J. "Impact of the 12-month School." *Parks and Recreation*, 1976 (April), pp. 28-30, 42.

Split views on America. *Time Magazine*, 1972 (December 25), 12-13.

Sutton-Smith, B. and Rosenberg, D. G. *Sixty Years of Historical Change in the Game Preferences of American Children*. In Herron, R. and Sutton-Smith, B. *Childs Play*, 18-50.

Tillman, A. *The Program Book for Recreation Professionals,* 15-24, 64-84, 101-106, 197-215.

OBJECTIVE 3

Synthesizes the process of developing program objectives

3:1 Analyzes client/consumer needs and ability data

3:2 Analyzes environmental and data external to the client as considered in Objective 2.

3:3 Specifies program outcome goals

3:4 Specifies client/consumer objectives

SUGGESTED LEARNING ACTIVITIES

READ:

Geddes, D. *Physical Activities for Individuals with Handicapping Conditions,* pp. 7-16.

James, A. "Planning to Meet the Needs of Patients," (unpublished paper).

Nepoth, W. "Users and Non-Users for Recreation and Park Services." *In* Gray, D. and Pelegrino, D. *Reflections on the Recreation and Park Movement,* pp. 131-142.

PARTICIPATE:

- Observe an actual client/consumer for a period of time and record (written or verbal) play, recreation or leisure behavior.
- Given a sample case profile of a consumer/client, determine a list of needs.
- Write program goals and individual objectives based on the above identified needs.

VIEW:

Writing and Using Performance Objectives, Lansford Publishing Company Transparencies.

Team Approach in Therapeutic Recreation, University of Illinois, 45 minutes, color video-cassette. Write objectives for the client identified.

"Split Views on America." *Time Magazine,* 1972 (December 25), pp. 12-13.

Sutton-Smith, B. and Rosenberg, B. G. "Sixty Years of Historical Change in the Game Preferences of American Children." In Herron, R. and Sutton-Smith, B. *Childs Play,* pp. 18-50.

Tillman, A. *The Program Book for Recreation Professionals,* pp. 15-24, 64-84, 101-106, 197-215.

PERFORMANCE CRITERIA:

A. The student will identify five steps in the development of program objectives as specified by James.

B. The student will identify the steps in the process of goal selections achievement as identified by Nepoth.

SUPPLEMENTARY READINGS AND RESOURCES:

Adams, R.; Daniel, A.; and Rullman, L. *Games, Sports and Exercises for the Physically Handicapped,* pp. 1-2.

Avedon, E. M. "Using Recreative Games for Therapeutic Purposes." In Avedon, E. M. and Sutton-Smith, B. (eds). *The Study of Games,* pp. 371-374.

Geddes, D. *Physical Activities for Individuals with Handicapping Conditions,* pp. 7-21.

Gronlund, N. E. *Stating Behavioral Objectives for Classroom Instruction.*

Mager, R. F. *Preparing Instructional Objectives.*

Overs, R.; O'Conner, E. and Demarco, B. *Avocational Activities for the Handicapped,* 157-173.

OBJECTIVE 4

Synthesizes knowledge related to program content

4:1 Analyzes principles of program implementation

- 4:1:1 Selects procedures for promotion of program
- 4:1:2 Selects procedures for conducting the program
- 4:1:3 Selects procedures for terminating the program

4:2 Analyzes types of recreation programs

- 4:2:1 Categorizes ongoing programs
- 4:2:2 Categorizes special events, intramural
- 4:2:3 Categorizes special focus programs, intramural and extramural

SUGGESTED LEARNING ACTIVITIES

READ:

Danford, H. and Shirley, M. *Creative Leadership in Recreation,* pp. 211-217.

"Principles for Program Planning," *North Carolina Recreation and Park Review,* 1970 (May-June), pp. 12-20.

Tillman, A. *The Program Book for Recreation Professionals,* pp. 69-72, 197-215.

OTHER ACTIVITIES:

- Participate in the planning of a program for a special population utilizing the guidelines provided by the instructor.
- Critique another student's program plans.
- Participate in the planning of a special event or tournament for a specific special population utilizing the guidelines provided by the instructor (group activity).
- Participate in a question and answer discussion with a person (institution or community based) responsible for developing and conducting programs for special populations.
- Attend a special event for special populations and submit a brief report.

VIEW:

Families Play to Grow, Joseph P. Kennedy, Jr. Foundation, slide presentation.

A Dream to Grow On, Joseph P. Kennedy, Jr. Foundation, 28 minutes, 16 mm color film.

Paralympics: Heidelberg, 1972, National Wheelchair Athletic Association, 15 minutes, 16 mm color film.

Wheelchair Athletics, University of Illinois, 1974, 40 minutes, color video-cassette.

Community Recreation for Special Populations, University of Illinois, 1975, 50 minutes, color video-cassette.

PERFORMANCE CRITERIA:

A. The student will identify five resources that could be utilized in the promotion of a therapeutic recreation program
B. The student will identify five factors to be considered prior to program implementation, five factors to be considered while the program is in progress, and five factors to be considered upon termination of the program.
C. The student will differentiate the considerations that must be taken into account while planning ongoing programs, special events, and special focus programs.

SUPPLEMENTARY READINGS AND RESOURCES

The Presidents Council on Physical Fitness and Sports and the Administration on Aging. *The Fitness Challenge—in the Later Years.*

Avedon, E., and Arje, F. *Socio-recreative Programming for the Retarded.*

Danford, H. and Shirley, M. *Creative Leadership in Recreation,* chapters 7-10.

Fish, H. *Activity Programs for Senior Citizens.*

Humphrey, J. and Sullivan, D. *Teaching Slow Learners Through Active Games.*

Joseph P. Kennedy, Jr. Foundation. *Families Play to Grow Kit.*

Joseph P. Kennedy, Jr. Foundation. *Special Olympics Training Plan.*

Kramer, H. "Families Play to Grow." *Parks and Recreation,* 1974 (August), pp. 18-19, 52.

Kraus, R. *Recreation Today: Program Planning and Leadership.*

Lucas, C. *Recreation in Gerontology.*

Merrill, T. *Activities for the Aged and Infirm.*

Mitchell, M. "Special Olympics." Neal, L. *Recreation's Role in the Rehabilitation of the Mentally Retarded.*

National Wheelchair Athletic Association. *Constitution, Rules and Guidebook.*

Pomeroy, J. *Recreation for the Physically Handicapped.*

Rathbone, J. and Lucas, C. *Recreation in Total Rehabilitation.*

OBJECTIVE 5

Understands basic program evaluation approaches and techniques

- 5:1 Recognizes approaches to evaluation
  - 5:1:1 Identifies process evaluation
  - 5:1:2 Identifies summative evaluation
- 5:2 Identifies methods of subjective evaluation
  - 5:2:1 Demonstrates observation techniques
  - 5:2:2 Illustrates participant feedback techniques
  - 5:2:3 Uses rating scales
  - 5:2:4 Demonstrates participant charting techniques
  - 5:2:5 Uses narrative reports
- 5:3 Identifies methods of objective evaluation
  - 5:3:1 Use attendance records
  - 5:3:2 Illustrates experimental designs
  - 5:3:3 Explains achievement scale data
  - 5:3:4 Prepares sociometric data
  - 5:3:5 Illustrates criterion-referenced test

SUGGESTED LEARNING ACTIVITIES

READ:

Danford, H. and Shirley, M. *Creative Leadership in Recreation.* chapter 13.

McClean, C. and Spears, C. "Leisure Programs: Quality or Quantity." *Parks and Recreation.* 1975 (July), pp. 21-23.

OTHER ACTIVITIES:

- Participate in a sociometric exercise.
- Observe and evaluate an activity group using Redl's "What Am I Supposed to Observe," and discuss in class.
- Bring to class samples of evaluative instruments utilized in an actual therapeutic recreation program and share your opinion as to the effectiveness of these techniques.

PERFORMANCE CRITERIA:

A. The student will identify two factors that differentiate process from summative evaluation.

B. The student will demonstrate the possible utilization for three types of subjective evaluation measures.

C. The student will demonstrate the possible utilization of two types of objective evaluation measures.

INSTRUCTOR GUIDE: Programming—Evaluation of Therapeutic Recreation Service

The module is designed to provide the student with a working understanding of the total program structure and an integral knowledge of how to provide effective therapeutic recreation programs for the ill and disabled. In many respects, this module is a composite of the content of other modules and should be viewed by the instructor as a module that will provide students with numerous resources and experiences to utilize knowledge learned in other modules.

The first objective can be approached effectively through group activity/project oriented experiences. Since much of the material in this objective is very basic and provides little room for individual interpretation, the instructors challenge is to maintain student interest. It is suggested that emphasis should be placed on "participatory" activities. Readings should be used only as a resource. The participatory activities identified should provide stimulating learning experiences.

The second objective begins with a review of human needs as they affect the disabled. It will be important for the instructor to use creative learning activities to keep the students interested. This objective also quickly focuses on specific programming principles. As suggested in the learning activities, a myriad of approaches are possible. Since the materials are extensive, the instructor will have to be well prepared in advance. Based upon the learning habits of the students, he should choose those activities which would

seem to be most effective for each particular group. The suggested readings section provides excellent resource material that will provide the instructor with almost endless learning activity possibilities.

Objective three, when accomplished, will provide the student with the ability to actually specify program objectives. The fulfillment of this objective should only be accomplished after the student has the opportunity to write program objectives and implement these with an actual client.

Objective four is designed so that students will achieve a sound working knowledge of the mechanics surrounding program implementation. It will also provide them with information essential for setting up a comprehensive therapeutic recreation program. Actual participation in the advance planning, implementation, and followup of the program is strongly urged for successful completion of this objective. The audio-visuals will be especially helpful in providing students with insight into actual, ongoing and special programs.

Although the student, upon completion of this curriculum, may not be involved with extensive evaluation efforts, it is essential that he or she has a knowledge of types and methods of evaluation. Examples of evaluation instruments that have been used with clients might be most effective. Students should also have the opportunity to develop evaluation instruments of their own.

Specific Suggestions to Instructors for Using Selected Learning Activities

OBJECTIVE ONE (Analyze Resource Utilization)

Suggestion A:

As a group, have the students design a nature trail, in class without the use of resources. After completing the exercise, compare the product with trails already in existence.

Suggestion B:

Have the students work in small groups while completing the architectural barrier list. Bring the groups together, and compare.

Suggestion C:

Take a field trip to a facility providing recreational programs for a special population. Have students write a report on their reactions, comments and suggestions for facility design; space utilization; health and safety; and recreational equipment.

Suggestion D:

Have students assume a physically limiting condition, i.e., blind, deaf, wheelchair bound, et al. Have them actually participate in recreational ac-

tivities such as relay races, group sensitivity activities, etc.

Suggestion E:

Have each student bring in one supply or equipment catalog and go through the process of price comparison, quality analysis, credit arrangements, shipping availability, etc.

OBJECTIVE TWO (Analyzes Principles)

Suggestion A:

Provide a hypothetical situation (relative to your area) and have students identify the environmental and individual characteristics that are predominant and must be taken into program planning consideration: e.g., ethnic lineages, past recreation experiences/interests, age/sex composition, average mean temperature, precipitation in area, public transportation availability, etc.

Suggestion B:

Have students debate the advantages/disadvantages of the authoritarian, laissze-faire, and democratic approach to program planning. In conjunction with this, have them cite the advantages/disadvantages of using expressed participant desires, current practices elsewhere, and traditional approaches as the sole method for determining program structure/content.

Suggestion C:

Have each student collect a one week program schedule outline from an agency/institution and as a group discuss the diversity and rationale behind specific program offerings. Then have an agency representative (therapeutic recreator) provide his own rationale for the program that he has developed.

OBJECTIVE THREE (Synthesizes Process)

Suggestions:

None—activities presented are self explanatory.

OBJECTIVE FOUR (Synthesizes Knowledge)

Suggestion A:

Have students meet with a therapeutic recreation practitioner, and have him discuss the details, i.e., lead time, publicity, site arrangements personnel, finances, et al. for conducting a major special event.

Suggestion B:

Have students participate in planning a wheelchair athletic event, special olympics, or tournament for a disabled or handicapped group.

Suggestion C:

Have students discuss the pros/cons of the special olympics.

Suggestion D:

Have students discuss the problems of integrating the disabled into community recreation programs.

Suggestion E:

Have students query a community recreation director regarding the provision of services to the disabled in the community.

Suggestion F:

Have students interview an agency/institution administrator regarding both the public relations value of recreation to the institution, and any problems that it might create for the institution's public image.

OBJECTIVE FIVE (Understands Evaluation)

Suggestion A:

Conduct the sociometric exercise with the class and discuss the general implications of such an effort.

Suggestion B:

Have the students write a narrative evaluative report on a hypothetical client and discuss the value of the report for (1) the treatment team, (2) external agencies, (3) the client and his family.

Suggestion C:

Have the student participate in a critical incident situation regarding the ethics/morality of utilizing control and experimental groups of disabled participants for research purposes only.

MODULE 5

Introspection and Communication

Introduction

It is impossible to discuss concepts of leisure and recreation without discussing personal attitudes and values. Leisure and recreation cannot exist in a vacuum. Therefore, it is basic to any recreation or therapeutic recreation curriculum to consider the individuals who are receiving services.

It has been traditionally true in therapeutic recreation that emphasis has been placed upon attempts to evaluate and understand clients as individuals; recently concerns regarding self-awareness on the part of the professional have arisen.

This concern for self-awareness is perhaps due to another relatively recent trend toward a more careful analysis of the recreative experience and the therapeutic recreation process in addition to a greater concern about self-awareness generally as evidenced by human relations training efforts. Here, the literature reflects an increasing emphasis on the processes by which clients are evaluated, measurable objectives are developed, a program is devised to meet these objectives, and the client is reevaluated according to the specific, measurable objectives.

In all types of therapeutic recreation programs, and especially programs of a more specific nature, the interaction between the client and the recreation professional is basic to the therapeutic process. Three elements are involved in this interaction: (1) understanding of the client, (2) self-awareness on the part of the therapeutic recreation professional, and (3) the communication which occurs between them. These three elements are applicable to interaction between a recreation professional and an individual client, as well as to a group of clients.

This module is concerned with areas of self-awareness and communication. If students are to become effective entry-level professionals, it is the judgment of the authors that they must be aware of their own personal values and attitudes toward leisure and work, the handicapped and disabled, minority groups, fellow professionals, and supervisors and subordinates. Without this awareness, clients may be less likely to be viewed objectively. Interactions and professional functioning are less likely to be free of the influences of personal values and attitudes. An awareness of concepts of communication is also basic to objective and effective interactions and functioning.

The first objective deals with an awareness of personal values in relationship to leisure and work. Individual values are at the heart of how a person views and utilizes his or her leisure/work. If the entry-level professional is aware of these personal values, he or she may be less likely to inappropriately influence interactions with clients.

Objective two is concerned with personal attitudes in relationship to the handicapped and disabled, to professionals in therapeutic recreation and related health fields, to minority groups, and to supervisors and subordinates. As was the case with personal values, a lack of awareness of personal attitudes is likely to unduly influence dealings with clients, supervisors, subordinates, and other professionals. The student should, through completion of the learning activities of this and the previous objective, have an understanding of his or her personal values and attitudes in relationship to the concepts and groups discussed.

The third objective focuses on the ability to apply concepts of communication. The learning activities related to this objective, particularly those which are participative, enable the student to have laboratory experiences with and apply various aspects of communication. It is the judgment of the authors that awareness of and the ability to apply concepts of communication is basic to the therapeutic recreation process.

The instructor should be aware that this module is not designed to engage students in in-depth sensitivity training or other similar experiences which are felt to be beyond the scope of this module and curriculum. It is also felt that the conduct of such training is likely to be beyond the qualifications of most instructors and should not be undertaken without highly qualified personnel.

Nevertheless, it is imperative that the instructor of the module have a personal awareness of his or her own values and attitudes concerning the concepts and groups discussed. In addition, it is important that the instructor have some background in leading activities designed to promote self-awareness. The instructor should be sensitive to students who are having difficulty with the participative learning activities and be prepared to refer these students to appropriate resources when necessary.

At the completion of this module, the student is expected to have an understanding of his or her values and attitudes concerning leisure and work, the disabled and handicapped, fellow professionals, and supervisors and subordinates. The student is also expected to be aware of and be able to apply various concepts concerned with communication.

OBJECTIVE 1

Assesses personal values in relationship to the field of therapeutic recreation

1:1 Explores personal values concerning leisure involvement

1:2 Identifies personal values concerning recreative pursuits

1:3 Explores personal values concerning play involvement

1:4 Identifies personal values concerning work

SUGGESTED LEARNING ACTIVITIES

READ:

Gunn, S. L. "Leisure Counseling: An Analysis of Play Behavior and Attitudes Using Transactional Analysis and Gestalt Awareness." *In* Robb, G. M. and Hitzhusen, G. (eds.). *Expanding Horizons in Therapeutic Recreation III,* pp. 35-42.

Simon, S. B., Howe, L. W., and Kirschbaum, H. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.*

Wolf, W. "Dealing Constructively with Our Increased Leisure." *American Journal of Psychotherapy, 2,* 1970, pp. 440-449.

PARTICIPATE:

- Complete and discuss the following:
  (1) A self-analysis: How do others rate my ability to play? *In* Gunn, S. L. "Leisure Counseling: An analysis of Play Behavior and Attitudes Using Transactional Analysis and Gestalt Awareness."
  (2) A self-analysis: How much of my time is obligated? *In* Gunn, S. L. "Leisure Counseling: An analysis of Play Behavior and Attitudes Using Transactional Analysis and Gestalt Awareness."
- Complete the "pie of life" each day for seven consecutive days. Decide how much time you spend in the following areas: personal maintenance, work, free time, in Simon, S. B., Howe, L. W., and Kirschbaum, H. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.*
- Utilizing the paradigm developed by Kelley, classify the time determined above as free. (Kelley, J. "Work and Leisure: A Simplified Paradigm." *Journal of Leisure Research, 4,* (1), 1972, 52-62).

PERFORMANCE CRITERIA:

A. The student will identify five personal objectives for the utilization of his leisure time.

B. The student will give three examples of how his personal leisure behavior might impact upon those with whom he works.

C. The student will accurately determine whether an activity, given specific circumstances, would be considered:
   1. Unconditionally leisure
   2. Complimentory leisure
   3. Coordinated leisure
   4. Preparation/recuperation from work

SUPPLEMENTARY READINGS AND REFERENCES

Pellett, L. *The Development and Implementation of a Leisure Counseling Program with Psychiatric Patients Based on Value Clarification Techniques.* 1974 (unpublished Master's thesis).

OBJECTIVE 2

Assesses personal attitudes in relationship to professional functioning

2:1 Demonstrates awareness of personal attitudes toward ill, handicapped and disabled individuals

2:2 Demonstrates awareness of personal attitudes toward professionals in other health related fields

2:3 Demonstrates awareness of attitudes toward "community" recreation colleagues

2:4 Demonstrates awareness of personal prejudices towards individuals or groups based upon age, race, creed, religion, sex, social class or national origin

2:5 Demonstrates awareness of personal attitudes toward authority figures

2:6 Demonstrates awareness of personal attitudes toward volunteers/subordinates

2:7 Demonstrates awareness of attitudes toward the therapeutic recreation profession

2:8 Demonstrates awareness of personal career goals

SUGGESTED LEARNING ACTIVITIES

READ:

Berryman, D. "Interpreting the Role of Therapeutic Recreation to the Public at Large." *Therapeutic Recreation Journal, 2* (4), 1968, pp. 43-44.

Friedson, E. "Disability as Social Deviance." In Sussman, M. B. (ed.) *Sociology and Rehabilitation*, pp. 71-99.

Humphrey, F. "Interpreting the Role of Therapeutic Recreation to Other Disciplines." *Therapeutic Recreation Journal, 2* (4), 1968, pp. 33-38.

Stracke, R. "The Role of the Therapeutic Recreator." *Therapeutic Recreation Journal, 2* (4), 1968, pp. 27-29.

PARTICIPATE:

- Take and discuss a "self-attitude toward the handicapped" test.
- Participate in Hampshire in basket: A management activity. In Pfeiffer, J. W. and Jones, J. (eds.) *A Handbook of Structured Experiences for Human Relations Training, Vol. II.*
- Listen to a panel discussion of three community recreation specialists. Discuss personal attitudes, as a therapeutic recreation professional, toward the panel participants and their attitudes as perceived personally.
- Divide into small groups, take dichotomy (old/young, black/white, protestant/catholic, etc.) and list characteristics.

PERFORMANCE CRITERIA:

A. The student will identify negative personal attitudes towards handicapped persons and specify objectives to overcome these attitudes.

B. The student will determine his personal attitudes about professionals in other health related fields and justify the rationale for attitude maintenance or change.

C. The student will identify three common reasons cited for attitude development and apply these to their own attitudes towards:
   1. A "community" recreation colleague
   2. A nursing home patient
   3. A severely multihandicapped child

D. The student will differentiate his attitude toward an individual who is:
   1. a subordinate
   2. a close personal friend who is a subordinate

3. a subordinate who subsequentially become a superior
4. a disliked subordinate
5. a subordinate, disliked, with political influence

E. The student will write a one paragraph brief of where he hopes to be, professionally
1. upon graduation
2. five years after graduation
3. ten years after graduation
4. 20 years after graduation

F. The student will describe:
1. His attitude toward therapeutic recreation in relationship to other allied health fields.
2. His perception of other allied health professionals' attitudes towards therapeutic recreation.
3. His perception of the "community" recreator's attitude towards therapeutic recreation.
4. His perception of "the man on the street" attitude towards therapeutic recreation.

OBJECTIVE 3

Applies concepts of communication

3:1 Understands the use of abstract symbols in communications

3:2 Understands the use of signals or wordless sounds

3:3 Understand use of body states and actions

3:4 Applies communications techniques under laboratory conditions

SUGGESTED LEARNING ACTIVITIES

READ:

Chartier, M. "Five Components Contributing to Effective Intrapersonal Communications." In Pfeiffer, J. W., and Jones, J. (eds). *1974 Handbook for Group Facilitators.*

English, E. "Non-verbal Communication: How We Send Emotional Messages." *Psychology Today,* 1974 (November), pp. 53-56.

Goffman, E. *Asylums.*

Kessey, K. *One Flew Over the Cuckoo's Nest.*

Timmins, L. *Understanding Through Communication,* pp. 7-9, 277-281.

PARTICIPATE:

- Participate in experimental lecture on indirect communication, "Don't you think that . . . ?" In Pfeiffer, J. W. and Jones, J. (eds). *1974 Handbook for Group Facilitators.*
- Participate in verbal communication games:
  1. One Way, Two Way: A Communications Experiment." In Pfeiffer, J. W. and Jones, J. (eds). *A Handbook of Structured Experiences for Human Relations Training,* Vol. I.
  2. "Can You Follow Directions." Hailar, H. *Communication Games.*
  3. "Not Listening: A Dyadic Role Play." In Pfeiffer, J. W. and Jones, J. (eds). *A Handbook of Structured Experiences for Human Relations Training,* Vol. III.
- Participate in nonverbal communication games:
  1. "Broken squares: Nonverbal problem-solving." In Pfeiffer, J. W. and Jones, J. (eds). *A Handbook of Structured Experiences for Human Relations Training,* Vol. I.
  2. "Ideas without words: pictographs." In Timmons, L. *Understanding Through Communication,* pp. 26-29.
  3. "Silence: the Sack." In Timmons, L. *Understanding Through Communication,* pp. 30-32.
- Visit a nursing home, school for handicapped children, prison, or other facility. Observe and record the different communicative styles used by the residents. Discuss how these might differ outside the institution.
- Discuss the importance of the ability to communicate in a variety of ways with clients/consumers.
- Enter into a log book the socio-communicative dimensions of the class using a sociogram.

VIEW:

Non-Verbal Communication

Body Language

Communication Games

Visual Communication Seeing the Unseen

(all Lansford Publishing Company, transparencies)

PERFORMANCE CRITERIA:

A. The student will correctly identify on sight, the meaning of symbols and abbreviations most frequently used in psychiatric, medical and rehabilitation settings for inter-professional communication purposes.

B. The student will master the deaf alphabet, as well as other major nonverbal manifestations used in communicating with deaf or aphasic persons.

C. The student will identify four distinctly different non-school communication activities (nonverbal communication transpiring).

D. The student will identify four different types of nonverbal message receptors.

E. The student will correctly describe two examples of mixed visual-auditory messages.

F. The student will provide two examples of each of advantages/disadvantages of nonverbal cues.

G. The student will correctly identify, by providing an example, of good and poor communication using Chartier's five components contributing to effective interpersonal communications.

SUPPLEMENTARY READINGS AND REFERENCES

Berstein, *et. al. Interviewing: A Guide for Health Professionals,* pp. 59-128.

Chester, S. and Egolf, D. "Non-verbal Communication and Aphasis Therapy." *Rehabilitation Literature,* 1974 (August), pp. 231-233.

Clark, H. "It Takes Longer to Understand." *Psychology Today,* 1974 (September 29), p. 14.

Goffman, E. *Relations in Public.*

Hailer, H. *Communication Games.*

Levy, J. "An Intrinsic-extrinsic Motivational Framework for Therapeutic Recreation." *Therapeutic Recreation Journal, 5* (1), 1971, pp. 32-38.

Reeve, J. *Non-verbal Communication.*

Rosenthal, R. *et al.* "Body Talk and Tone of Voice, the Language Without Words." *Psychology Today,* 1974 (September), pp. 64-68.

Schwartz, R. "Sensitivity Training and Its Relationship to Recreation Professionals." *Therapeutic Recreation Journal, 4* (1), 1970, pp. 19-22.

Stracke, R. "Climates in Remotivation." *Therapeutic Recreation Journal. 4* (1), 1970, pp. 9-12, 14.

INSTRUCTOR GUIDE: Introspection and Communication

It is highly recommended that the instructor be thoroughly knowledgeable of the learning activities contained in this objective. It is highly desira-

ble that before including students in the many participatory activities contained in this module, he participate in them himself. Because of the nature of many of the activities, i.e., the potential of eliciting deep personal feelings within certain students, it is imperative that before a specific activity is used, the instructor:

(a) is well aware of the potential feelings that the activity might elicit
(b) has a knowledge of students that might have difficulty with the activity
(c) does not attempt to use the activity as a means for conducting group therapy sessions with students
(d) be prepared to terminate the activity if he or the students feel too uncomfortable in continuing
(e) does not make specific interpretations of behaviors that may be elicited by students during the activity

Objective one is designed for the student to take a look at himself in relationship to his own life, how he relates to and is perceived by others, and his values concerning work, play, leisure and recreation. It is suggested that the instructor allow the student some degree of freedom in choosing whether he wants to share some of the results of the learning activities with the rest of the class. Some students might be reluctant to do so. It is also suggested that the instructor participate with the students in the activities in this objective, and that he be the first to share the results with the students.

Objective two is an extremely significant objective and should be considered carefully by the instructor. Since the attitudes toward professional functioning will be extremely important to the emerging professional, it is suggested that the instructor involve the students in as many of the "in class" group activities as possible. In some cases it will be difficult for students to recognize individual and group prejudices/attitudes because of lack of experience. The instructor should make the student aware of the potential pitfalls in dealing with clients and colleagues where stereotypes and negative or unrealistic perceptions exist. The instructor should also conscientiously provide the students with a realistic look at how persons from related disciplines might perceive them as a therapeutic recreator. Further, he might inform them as to some of the interdisciplinary conflicts that have existed over the years. It is important that the student begin to grasp the importance of how his attitude and the attitudes of others toward him may affect his professional functioning.

Finally, in order to facilitate effective interpersonal relations and communications, the students need to become knowledgeable of concepts, methods, and meanings of various forms of communication. The learning activities that accompany objective three should in and of themselves greatly facilitate this learning, but the instructor should be mindful of the need to discuss, clarify and interpret the results of participation in the activities.

Specific Suggestions to Instructors for Using Selected Learning Activities

OBJECTIVE ONE (Assesses Personal Values)

Suggestion A:

On the self analysis exercise, have the student ask a friend to write three or four short statements about their perceptions of the student's play behavior, e.g., intensity, relationships with others, ability for involvement, motivation, etc. Then have the students determine how much time per day they have to play and compare among students.

OBJECTIVE TWO (Assesses Personal Attitudes)

Suggestion A:

Have the students take the attitudes towards the handicapped test out of class and turn it in. After you have compiled the results, discuss them (in general) with the class as a whole. Relate the attitudes to society as a whole, and to many of the attitudes that face the handicapped person in his daily living. Use the "facilitator syndrome" list to exemplify the problems.

Suggestion B:

Since many students may have limited knowledge of the allied health fields, the brainstorming activity may have only limited value. Should students have difficulty identifying their attitudes towards other allied health fields, the activity might be redirected, having them identify their attitudes towards other major fields (as taught in the college or university). The instructor can then assist them in understanding that similar perceptions (and possible misunderstandings) exist among personnel in other fields.

This same approach can also be utilized with the remaining two learning activities in this objective.

OBJECTIVE THREE (Applies Concepts)

Suggestion A:

Since each of the learning activities in this objective are participatory in nature, the instructor might wish to specifically state the primary objective or concept to be learned from each activity. This approach should lessen student anxiety prior to participation.

Suggestion B:

Viewing of the transparencies could well be the initial learning activity for this module in order for the students to get a clearer understanding of the rationale for participating in the activities that will follow. Using the four transparency sets identified, the instructor should select only those that will be easily understood and meaningful to students. It will be unnecessary for students to view all transparencies, however the complete sets should be made available for student access in a resource or learning laboratory.

MODULE 6

Therapeutic Recreation Roles and Process

Introduction

Traditionally, professional recreation personnel who work with the general population, and until recently, recreation personnel who work with the handicapped and disabled, have tended to offer recreational opportunities to clients on the basis of a belief in the inherent positive and beneficial aspects of the recreative experience. Although general statements concerning therapeutic effects of participation in recreational activities have been proposed, little has been done or written to carefully analyze and delineate the process employed in the implementation of a recreative experience. Little emphasis has been placed upon specific treatment efforts undertaken to accomplish behavior change or the learning of adaptive or coping behaviors.

More recently, the literature dealing with process has begun to reflect a greater concern with and to place greater emphasis upon analyzing the recreative experience, delineating a continuum of treatment, analyzing the treatment process, developing a treatment program, and evaluating the effects of that program. This module attempts to be consistent with this approach.

Recreation literature also reflects what has become a rather standardized discussion of the various roles and settings in therapeutic recreation. Roles are generally defined as leader, supervisor and administrator while settings are generally seen as institutions, hospitals, and the community. It quickly becomes obvious that these descriptors are not unique to therapeutic recreation nor are they adequate to define what is meant by process and roles.

In addition, many authors in the field discuss therapeutic recreation as a service delivery system and go on to describe the services which the profession provides. Again, an examination of these writings suggests that the services discussed—leadership, supervision, administration and consultation are not unique to therapeutic recreation. Further, throughout the literature terms such as process, roles and services are used interchangeably with no consistent commonly accepted standardized definition being obvious.

This module is concerned with all of these issues and their related definitions. However, because of the lack of consistent terminology in the field, issues are discussed in terms of process, roles, and delivery systems as they relate to therapeutic recreation as determined by the authors.

The purpose of this module is to provide students the opportunity to gain knowledge of and experience with what the authors call the generic therapeutic recreation process which would be applicable with varying emphasis to any type of setting and would apply to any role that would involve direct client care.

The first objective attempts to provide an understanding of the generic therapeutic recreation process. Students should develop an understanding of methods of client and consumer assessment, methods for developing objectives, approaches to systematic intervention, approaches to client and consumer evaluation, and the implications of the therapeutic recreation process on improved client functioning. Within the learning activities, students receive a basic orientation in applying the process to depicted clients through readings and laboratory experiences.

Objective two is concerned with the defined and emerging roles in the field of therapeutic recreation. Roles are defined in terms of functions provided and the interrelationship unique to carrying out those functions. Students will become familiar with each of these roles.

Objective three deals with the defined and emerging roles as they occur in various settings and delivery systems. Through readings and other learning activities, such as exposure to professionals in their work roles, students should gain an understanding of the relationship between roles and settings.

Within this module the student will be exposed to complex material. Objective one is especially demanding. While the student is expected to have an understanding of the concepts, he or she is not expected to be able to function independently in utilizing the therapeutic recreation process. It is assumed that the entry-level professional will function with direct and careful supervision when applying the therapeutic process in a job situation, especially in programs of systematic intervention with clients.

OBJECTIVE 1

Comprehends therapeutic recreation process for client/consumer change

1:1 Understands methods for client/consumer assessment

- 1:1:1 Explains methods of observation
- 1:1:2 Identifies methods of testing
- 1:1:3 Gives examples of data generated by other disciplines

1:2 Understands methods for developing therapeutic objectives

- 1:2:1 Identifies methods for determining clients'/consumers' needs
- 1:2:2 Identifies methods for determining functional levels of clients/consumers.
- 1:2:3 Assesses potential of clients/consumers
- 1:2:4 Formulates goal expectations

1:3 Understands approaches to systematic intervention

- 1:3:1 Identifies interpersonal approaches
- 1:3:2 Identifies social approaches
- 1:3:3 Identifies physiomotor approaches
- 1:3:4 Identifies cognitive learning approaches

1:4 Understands client/consumer evaluation approaches

- 1:4:1 Explains evaluation of baseline functioning
- 1:4:2 Explains evaluation of intermediate functioning
- 1:4:3 Explains evaluation of summative or terminal functioning

1:5 Understands implications of therapeutic recreation process on future client/consumer functioning

- 1:5:1 Explains how to maximize client/consumer terminal gains in aftercare
- 1:5:2 Gives examples of follow-up

SUGGESTED LEARNING ACTIVITIES

READ:

Avedon, E. M. *Therapeutic Recreation Service: An Applied Behavioral Science Approach,* pp. 80-103.

Frye, V., and Peters, M. *Therapeutic Recreation: It's Theory, Philosophy and Practice,* pp. 39-44.

Gronlund, N. E., *Stating Behavioral Objectives for Classroom Instruction*

O'Morrow, G. S. *Therapeutic Recreation: A Helping Profession,* pp. 175-202.

VIEW:

- *The Team Approach and The Therapeutic Recreation Specialist,* University of Illinois, 1975, 45 minute color videocassette.

- *Seven for Susie,* National Easter Seal Society for Crippled Children and Adults, Chicago, Illinois, 15 minutes, 16 mm color film.
- *Like Other People,* Perennial Education, Inc., Northfield, Illinois, 37 minutes, 16 mm color film.

PARTICIPATE:

- After viewing *The Team Approach* and *Seven for Susie,* discuss in class the process for client/consumer change depicted in each film.
- After viewing *Like Other People,* discuss in class and develop a systematic program of intervention for one of the main characters. Take into consideration assessment, therapeutic objectives, systematic intervention, evaluation, and future functioning.
- Given a case history and an agency profile, develop in small groups a plan for systematic intervention. Include the same considerations as above.
- Debate various interpretations of therapeutic recreation.

PERFORMANCE CRITERIA:

A. The student will identify three distinct ways that the therapeutic recreation specialist can make unique contributions to the client assessment-diagnostic process.

B. The student will list three individual assessment factors that the therapeutic recreation specialist must consider while identifying client needs/problem areas.

C. The student will define the therapeutic recreation process by listing three elements generally considered vital to the definition.

D. The student will demonstrate an understanding of the therapeutic recreation process by correctly depicting the continuum concept as espoused by Ball and/or as adopted from Tannenbaum and Schmidt's managerial relationship idea.

E. The student will identify correct examples of behavioral objective statements for a specific client.

F. The student will differentiate, through the use of example, objective statements, among the following types of objectives:
   1. Objectives to enhance interpersonal relationships.
   2. Objectives to enhance social relationships.
   3. Objectives to enhance physiomotor functioning.
   4. Objectives to enhance cognitive functioning.

G. The student will identify four major steps to be completed prior to the actual implementation of an activity or therapeutic recreation program.

H. The student will provide two reasons why evaluation of the client in the therapeutic recreation program is essential.

I. The student will describe the difference between intermediate or process evaluation and summative or terminal evaluation.

J. The student will identify two factors that should be considered in predischarge counseling as it relates to follow-up and after care.

K. The student will identify two important contributions concerning T.R. process which were discussed by the therapeutic recreation specialists in the videotape "The Team Approach."

L. The student will suggest two ways in which therapeutic recreation might be of value to the central persons in the film "Like Other People."

OBJECTIVE 2

Comprehends defined and emerging roles in therapeutic recreation

2:1 Understands various defined roles in therapeutic recreation

- 2:1:1 Defines clinician/therapist role
- 2:1:2 Defines leisure counseling role
- 2:1:3 Defines educator role
- 2:1:4 Defines advocacy role
- 2:1:5 Defines resource service role

2:2 Understands various emerging roles in therapeutic recreation

- 2:2:1 Describes consultant
- 2:2:2 Describes change-agent role
- 2:2:3 Describes entrepeneur (private business) role
- 2:2:4 Defines other emerging roles

SUGGESTED LEARNING ACTIVITIES

(Refer to learning activities for Objective 3).

PERFORMANCE CRITERIA:

(Refer to performance criteria for Objective 3).

OBJECTIVE 3

Comprehends defined and emerging roles in relationship to various settings and delivery systems

3:1	Identifies roles in hospitals/institutions
3:2	Identifies roles in federal, state and local parks and recreation
3:3	Identifies roles in voluntary agencies
3:4	Identifies roles in long-term care facilities
3:5	Identifies roles in colleges and universities
3:6	Identifies roles in private enterprise

SUGGESTED LEARNING ACTIVITIES

READ:

Avedon, E. M. *Therapeutic Recreation Service: An Applied Behavioral Science Approach*, pp. 54-79.

Kraus, R. *Therapeutic Recreation Service: Principles and Practice*, pp. 4-8, 12-18.

McDowell, C. *Leisure Counseling: Selected Lifestyle Process.* University of Oregon, 1976.

Nesbitt, J. "The Mission of the Therapeutic Recreation Specialist to Help and to Champion the Handicapped." *Therapeutic Recreation Journal*, 4, (4), 1970, pp. 2-4.

O'Morrow, G. S., *Therapeutic Recreation: A Helping Profession* pp. 203-224, 71-77.

VIEW:

- *To Serve a Purpose*, University of Illinois, 1974, 14 minutes, 16 mm color film.

PARTICIPATE:

- Participate in a panel discussion which includes professionals representing various roles and emerging roles and various settings.
- Discuss and identify the major role or roles of the above professionals.
- Visit a variety of agencies and identify the role or roles assumed by the therapeutic recreation staff.
- Identify an emerging role and write several paragraphs for use in class discussion.

PERFORMANCE CRITERIA:

(1) Comprehends defined and emerging roles in therapeutic recreation

(2) Comprehends defined and emerging roles in relation to various settings and delivery systems:

A. The student will demonstrate an understanding of institutional therapeutic recreation specialist roles by providing one example of each of the four types of service identified in Nesbitt's Differentiated Characteristics Model.

B. The student will identify and provide two examples each, of the four elements of therapeutic recreation service as outlined by Avedon.

C. The student will specify three essential aspects of the leisure counseling role.

D. The student will cite three essential criterion for the assumptions of any therapeutic recreation specialist role.

E. The student will provide one specific example of a function of each of the following therapeutic recreation roles:

1. Advocacy role
2. Consultant role
3. Resource service role
4. Change-agent role
5. Entrepreneur role

F. The student will cite two typical functions of a role that a therapeutic recreation specialist might have in each of the following settings:

1. An adolescent ward in an acute-care psychiatric hospital
2. A geriatric ward of a state school for the retarded
3. A medical-surgical ward of a VA hospital
4. A nursing home
5. A YMCA/YWCA program for the handicapped
6. A community college therapeutic recreation instructor
7. A private camp for the handicapped

INSTRUCTOR GUIDE: Therapeutic Recreation Roles and Processes

The instructor must be prepared to draw upon a vast reservoir of resources, writings, and hopefully, personal experience in order to provide the student with the information necessary to satisfy the objectives of this module. It is important that the instructor refrain from limiting himself or herself to a specific treatment setting when presenting materials. Because the process should be applicable to *all* potential settings in which a therapeutic recreator might be employed, it is essential to focus on the generic process, not a single type of treatment setting.

Objective one outlines the therapeutic process from assessment through evaluation. The instructor needs to reduce the complexity of the process to its simplest form, and to use concrete case examples that will help students to understand the concepts quickly and easily.

Objectives two and three will familiarize the student with various role possibilities within the therapeutic recreation field. The instructor should inform the student that a single therapeutic recreation professional may assume one, several, or all of these roles, depending upon the specific functions assigned, and the setting in which he or she is employed.

Specific Suggestions to Instructors for Using Selected Learning Activities

OBJECTIVE ONE (Therapeutic Recreation Process)

Suggestion A:

Use the video tape, *The Team Approach,* as a critical incident exercise. Prior to the recreational therapist's response to a question, have the class discuss how they would answer it and then continue on with the tape.

Suggestion B:

Use transparencies of the various continuum concepts, (Ball, Tannenbaum-Schmidt, Levy, Nesbitt) and discuss the differences in class.

OBJECTIVES TWO AND THREE (Roles)

Suggestion A:

Have students develop a "role checklist" for the various defined and emerging therapeutic recreation roles. Included in the checklist would be a brief (one-two sentence) description of the role, the functions associated with the role, the major reference describing how the role might be carried out, and the types of settings where a person assuming such a role is likely to be employed.

Suggestion B:

Convene a therapeutic recreation panel consisting of persons working with a variety of disability groups in a variety of community and institutional setting.

Since objective three focuses upon the settings in which the therapeutic recreation professional is employed, it is almost impossible to disassociate it with objective two. In fact, the instructor may want to make concentrated efforts through the use of practicing therapeutic recreation professionals and visitations to agencies to allow students to more easily and completely integrate the role of the therapeutic recreation professional with the specific settings in which he is functioning.

MODULE 7

Group Dynamics and Leadership

Introduction

The ability to function effectively in a group could well be considered a prerequisite to meaningful living in modern society. In nearly every area of life, one must conduct his or her daily activities in groups of one kind or another. In addition, the individual's basic identity or self-concept gains clarification through the groups with which he or she interacts.

The first type of group to which an individual is exposed is the family group. As the individual matures, he or she becomes a part of play or social groups and school or work groups. This continues throughout life with the continual necessity of functioning in all varieties of groups, whether at work or at leisure.

While work can be and sometimes is performed on an individual basis, in most positions it is almost always necessary to interact with another individual or individuals at one time or another. For example, the artist is likely to want to sell his or her work, the composer may want his or her work performed, and the plumber will have to interact with those for whom he or she is performing work. Effective group functioning is particularly essential in professions which provide services to people. One must interact with one's fellow professionals, members of other disciplines, subordinates and supervisors, the people to whom services are provided, and others.

While leisure or recreation can be either individual or group pursuits, the great majority of organized recreation activities take place in a group context. While more individualized recreation can be found in the practice of therapeutic recreation than in other areas of leisure involvement, it remains true that more efforts are conducted in a group setting than in other areas of leisure involvement.

Traditionally, the recreation professional has assumed the role of primary leader of both individual and group activities. More recently, through the growth of human relations training and the consequent development and enhancement of the role of facilitator, additional types of leadership have become apparent. These roles might best be viewed on a continuum from authoritarian to participative leadership styles.

This module addresses itself to these areas of group dynamics and group leadership. At the completion of the module, the student will have an un-

derstanding of various types of groups and the dynamics of group life as outlined in the first objective. Through the second objective, the student will also have an understanding of various leadership theories and methods of group leadership. Because many of the learning activities are participative, the student will gain laboratory experience with most of the concepts included in this module. These experiences will deepen and personalize understanding and make application in the job setting less difficult.

Although learning activities used in human relations training are utilized extensively in this module, the instructor must realize that indepth "sensitivity" or other similar techniques are not appropriate here. These types of experiences are beyond the scope of the module. In addition, it is assumed that most instructors will not be adequately trained to conduct such learning experiences.

Nevertheless, it is felt that experiential learning activities, combined with selected readings, are the most effective methods for the student to obtain a working knowledge of the information presented in the module. It is important, therefore, that the instructor have training and experience in conducting these types of activities. In addition, the instructor is cautioned to be sensitive to students who are having difficulty with any of the activities and be prepared to terminate the activity if student anxieties become excessive. The instructor should be able to deal adequately with less serious difficulties. Adequate resources should be available for referral in more serious situations.

By completing this module, the student will have an understanding of and laboratory experience with the concepts of group types, group dynamics, and leadership theories and methods.

OBJECTIVE 1

Understands principles of group dynamics

1:1 Understands various types of groups

- 1:1:1 Defines reference groups
- 1:1:2 Defines task groups
- 1:1:3 Describes social groups
- 1:1:4 Describes treatment groups

1:2 Understands dynamics of group life

- 1:2:1 Describes group formation

1:2:2	Explains relations between the individual and the group
1:2:3	Explains group pressures toward uniformity
1:2:4	Explains group conflict/disorganization
1:2:5	Explains group separation

SUGGESTED LEARNING ACTIVITIES

READ:

Beisser, A. *The Madness in Sports,* pp. 124-141.

Gazda, G. *Group Counseling: A Developmental Approach,* pp. 21-25.

Iander, A. "Team Spirit vs. the Individual Achiever." *Psychology Today,* 1974 (November), pp. 65-68.

Jones, J. E. "A Model of Group Development." In Jones, J. and Pfeiffer, J. W. (eds.). *1973 Annual Handbook for Group Facilitators,* pp. 127-129.

Knowles, M. and Knowles, H. *Group Dynamics,* pp. 13-31, 40-51, 59-64.

VIEW:

Group Dynamics, Lansford Publishing Co., transparencies.

PARTICIPATE:

- Participate in "Group Development: A Graphic Analysis—Activity." in Pfeiffer, J. W. and Jones, J. (eds). *1974 Handbook of Structured Experiences,* pp. 76-77.
- Participate in "Lost at Sea: A Consensus Seeking Task—Activity." in Jones, J. and Pfeiffer, J. W. (eds). *1975 Annual Handbook for Group Facilitators,* pp. 28-34.
- Participate in activity, "What to Look for in Groups: An Observation Guide." in Pfeiffer, J. W. and Jones, J. (eds). *1972 Annual Handbook for Group Facilitators,* pp. 19-24.
- Participate in "Openness and Trust Activity," NTL Learning Resources Corporation.
- Participate in "Group Goal Setting Activity," NTL Learning Resources Corporation.
- Given a list of group functions, distinguish among those that are task oriented and those that are maintenance oriented.

PERFORMANCE CRITERIA:

A. The student will distinguish among relevance, task, social and treatment groups by identifying two common characteristics or examples of each.

B. The student will identify, by providing one example for each, the four stages of group development as described by Gazda.

C. The student will identify three levels of individual involvement in a group.

D. The student will identify four reasons common to group failure.

SUPPLEMENTARY READINGS AND REFERENCES:

Cartwright, D. and Zander, A. *Group Dynamics: Research and Theory.*

Fidler, A. and Fidler, H. *Occupational Therapy,* pp. 57-70.

Fuller, E; Aragon, A. and Walker, M. *A Competency Based Training Program for Manpower Counselors.*

Gazda, G. *Group Counseling: A Developmental Approach,* pp. 119-156.

Hill, W. F. "Hill Interaction Matrix (HIM): Conceptual Framework for Understanding Groups." In Jones, J. and Pfeiffer, J. W. (eds). *1973 Annual Handbook for Group Facilitators,* pp. 159-174.

Mahler, C. A. *Group Counseling in the Schools,* pp. 50-195.

Matthias, B. *Leader-member Skills Workbook.*

Ohlsen, M. M. *Group Counseling,* pp. 99-115, 116-129, 164-192.

Pfeiffer, J. W. and Jones, J. (eds). *A Handbook of Structured Experiences for Human Relations Training,* Vol. I-V.

Zander, A. *Motives and Goals in Groups*

OBJECTIVE 2

Understands principles of group leadership

2:1 Identifies theories of leadership

2:1:1 Defines trait theory

2:1:2 Defines situational theory
2:1:3 Defines functional theory
2:1:4 Defines contingency theory

2:2 Understands consequences of group leadership styles in relationship to the authoritarian/free-choice continuum

2:2:1 Describes effects on morale
2:2:2 Describes effects on productivity

SUGGESTED LEARNING ACTIVITIES

READ:

Danford, H. and Shirley M. *Creative Leadership in Recreation,* pp. 83-107.

Knowles, M. and Knowles, H. *Group Dynamics,* pp. 52-58, 74-84.

Kraus, R. and Bates, B. *Recreation Leadership and Supervision: Guidelines for Professional Development,* pp. 41-57.

The Best of Challenge, Vol. I.

Tillman, A. *The Program Book for Recreation Professionals,* pp. 39-56.

VIEW:

Group Dynamics, Lansford Publishing Company, 1973, (transparencies).

Leadership, Lansford Publishing Company, (transparencies).

PARTICIPATE:

- Participate in discussions of leadership theory.
- Demonstrate an assigned leadership style via a selected activity, videotape, and critique.
- Portray through role playing, the democratic, autocratic, laissez-faire, and group centered styles of leadership
- Participate in a preplanned activity designed to depict poor leadership techniques and list poorly executed procedures displayed by the leader.
- Given a series of hypothetical situations using the critical incident approach, make a determination as to how you, as the leader of the

group, would handle the situation. Provide the rationale for your decision, based on your understanding of group leadership principles.

- Participate in, Group Leadership Functions: A Facilitator Style Activity. in Jones, J. and Pfeiffer, J. W. (eds). *1975 Annual Handbook for Group Facilitators,* pp. 63-67.
- Participate in, Identifying leadership styles, activity, NTL Learning Resources Corporation.
- Complete and discuss the Group Leadership questionnaire. In Pfeiffer, J. W. and Jones, J. (eds). *1972 Annual Handbook for Group Facilitators,* pp. 91-106.

PERFORMANCE CRITERIA:

A. The student will distinguish among the identified theories of leadership by providing one illustrative example of each.

B. The student will cite and briefly discuss two references that support the notion that leadership style has an effect on; (a) employee morale and (b) employee productivity. (leadership transparencies).

C. The student will identify three ways in which a functional or democratic leader assists the group problem solving process. (group dynamics transparencies).

D. The student will identify five principles of leadership as espoused by either Danford-Shirley or Tillman by relating them to a specific hypothetical client-therapist relationship.

E. The student will identify by example a minimum of three common/reocurring problems that face a group leader. *(1975 Annual Handbook for Group Facilitators)*

SUPPLEMENTARY READINGS AND REFERENCES:

Avedon, E. M. *Therapeutic Recreation Service: An Applied Behavioral Science Approach,* pp. 156-160.

Cartwright, D. and Zander, A. *Group Dynamics: Research and Theory.*

Collingwood, T. "The Recreation Leader as a Therapeutic Agent." *Therapeutic Recreation Journal,* 6 (4), 1972, pp. 147-152.

Danford, H. and Shirley, M. *Creative Leadership in Recreation,* pp. 83-108.

Fiedler, F. *A Theory of Leadership Effectiveness.*

Fiedler, F. "The Trouble with Leadership Training is That it Doesn't Train Leaders." *Psychology Today,* 1973 (February).

Kraus, R. *Recreation Leader's Handbook.*

Matthias, B. "Leadership: It's Dilemmas and Delights." *Leader-member Skills Workbook,* pp. 16-21.

Matthias, B. "Leadership Self-Development Planning Sheet." *Leader-member Skills Workbook.*

Ross, M. and Hendry, C. New Understanding of Leadership.

Tannenbaum, R. and Schmidt, W. "How to Choose a Leadership Pattern." *Harvard Business Review, 36* (2), 1958, pp. 95-101.

Tillman, A. *The Program Book for Recreation Professionals.*

Wassenaar, D. J. *Leadership.*

Weiss, C. "Recreation Leadership for Quadraplegic Patients in a Treatment Center." *Therapeutic Recreation Journal, 2* (2), 1968.

Williams, P. *Group Dynamics.*

INSTRUCTOR GUIDE: Group Dynamics and Leadership

As in the module dealing with introspection and communication, the instructor will have to be extremely sensitive and prepared before attempting to deliver the content of this module to students (see module rationale and instructor guide for introspection and communication module). If the instructor has had little or no formal group work training and/or experience, he or she would be wise to use a resource person or pool of resource persons as facilitators for this module.

The transparency series and participatory activities included in learning objective one have been chosen to allow the students to gain maximum insight into the nature of groups through actual experience. The instructor would do well to participate in the activities personally before presenting them to students. Upon their completion, interpretations and clarification will be vital to maximizing student learning.

The second objective concerns group leadership and can be approached effectively through the use of student centered recreational activities conducted with the class as a whole, and assigning students leadership roles. Portrayal of the various leadership styles through role playing may also prove to be an effective approach.

Specific Suggestions to Instructors for Using Selected Learning Activities

OBJECTIVE ONE (Group Dynamics)

Suggestion A:

Since all learning activities in this objective are participatory in nature, further explanation is not required. A few general guidelines follow. Care

should be taken to choose activities suitable for the size and nature of the student group. Activities should be considered as facilitative devices which will broaden discussions about the principles and dynamics of groups. During dicussion, emphasis should be placed upon application to the therapeutic recreation professional's role with differing types of clients.

OBJECTIVE TWO (Group Leadership)

Suggestion A:

The leadership theory discussion could focus on having students identify various known leaders in politics, sports or other fields of endeavor, and encouraging them to decide how the leadership has evolved, e.g., ascribed, charismatic, situational, etc.

Suggestion B:

Have the students work in small groups, by providing them with hypothetical situations (activity) with an assigned leadership style for conducting the activity, e.g., autocratic, democratic, laissez-faire. They could then assume these leadership styles with the students in the class, until all the styles have been demonstrated. The same arrangement could be made with the demonstration of poor leadership techniques, e.g., not involving all potential participants, positioning in the group, providing inadequate instructions or directions, et. al.

Suggestion C:

Provide students with a handout that identifies the circumstances leading up to a problem situation in a group, e.g., a participant refuses to follow directions, a participant consistantly calls other participants names, a participant is injured in an activity, etc. Have students decide what their immediate reaction/resolution to the problem would be. Afterwards, hand out a description of alternatives that you would use (or did use in the case of an actual situation) and discuss. Relate the solutions to the principles of groups leadership previously discussed.

MODULE 8

Activity Analysis, Selection, Adaptation

Introduction

Through the ages, many definitions of leisure have been proposed and debated. Definitions which are currently gaining general acceptance fall into a category of defining leisure as a "state of being" where the focus is placed upon viewing the importance of the activity in terms of individual attitudes and values rather than upon the objective nature of the activity or the particular time period in which it occurs. While the individual's attitudes toward activities and the development of a leisure philosophy is a major goal of therapeutic recreation, in this module the more important consideration is the potential the activity may have as a modality for intervention in terms of correcting or remediating dysfunction and/or actualizing optimal levels of healthy functioning.

If the method of intervention in therapeutic recreation is through the skillful utilization of recreation activities, it is essential that the practitioner be able to competently analyze, select and adapt activities that will meet specific individual needs. This requires not only an ability to analyze functional and dysfunctional aspects of the individuals leisure behavior, but an equal ability to analyze the inherent characteristics of the activity.

Other modules of the curriculum are more specifically concerned with analyzing client needs at the general level; the purpose of this module is to enable the entry-level professional to analyze the basic characteristics and factors which influence participation, and based upon these factors, to select and adapt activities that will enhance the probability of positive intervention outcomes.

The first objective addresses itself to methods of classifying recreational activities. Several different taxonomies have been proposed in the literature. The entry-level professional should be able to apply these classification systems as an initial step in understanding activity analysis.

The second objective is concerned with the ability to analyze the various components of recreational activities. Through this objective the entry-level professional should acquire the ability to determine the specific components (e.g., physical or motor, socio-psychological, cognitive, and affective) of a recreational activity as well as the demands according to functional requirements of each component.

The third objective addresses itself to the synthesis of the knowledge and abilities gained in the first two objectives, as well as to the integration of participant characteristics affecting participation. Hence, the entry-level professional should have the ability to synthesize knowledge about activities and their components and to integrate knowledge of participant characteristics in order to select recreation activities which are both appropriate to the functional levels of clients and are consistent with and/or aimed at achieving specific behavioral outcomes.

Although the student should be exposed to and have experiences with all the material presented in the module, it is anticipated that once the entry-level professional is employed, some of the skills developed will be performed under the direction of a more experienced or highly trained professional. For example, client assessment data is likely to be provided to the entry-level professional by his or her supervisor and selection and adaptation of activities is likely to be reviewed by the supervisor.

Therefore, the level of knowledge attained in the module is not expected to be comprehensive, but it should provide the student with the ability to classify activities and determine their functional components as well as synthesize demands and client characteristics in order to select and adapt recreation activities which work toward meeting treatment objectives.

OBJECTIVE 1

Analyze taxonomies for classifying recreation activities

1:1 Distinguishes activity-centered approaches to activity classification

- 1:1:1 Identifies activity-relatedness classifications
- 1:1:2 Identifies activity structures classifications

1:2 Distinguishes person-centered approaches to activity classification

- 1:2:1 Describes activities as functions of life
- 1:2:2 Describes activities as fulfilling human needs

SUGGESTED LEARNING ACTIVITIES

READ:

Avedon, E. M. "The Structural Elements of Games." In Avedon, E. M. and Sutton-Smith, B. (eds). *The Study of Games*, pp. 419-426.

Danford, M. *Creative Leadership in Recreation*, pp. 136-140.

Redl, F., Gump, P., and Sutton-Smith, B. "The Dimensions of Games." In Avedon, E. M. and Sutton-Smith, B. *The Study of Games*, pp. 408-448.

PARTICIPATE:

- Participate in discussions of person-centered and activity-centered classification schemes.
- Review handout on summary of Caillois' system for classifying games.
- Brainstorm activities and classify them according to Caillois.

PERFORMANCE CRITERIA:

A. The student will be able to correctly identify three characteristic differences between activity centered classification systems and person centered approaches to activity classification.

B. The student will be able to demonstrate understanding of the usefulness of both activity centered and person centered approaches to activity classification approaches by identifying a minimum of 10 activities and applying them to the following:
   1. The appropriate category (Danford, pp. 136-190) in which the activity would be classified
   2. The element(s) of skill, strategy, chance (Avedon and Sutton Smith, pp. 401-407) contained in each activity
   3. The individual needs that are likely to be filled by each activity (Vandersmissen, p. 27).

SUPPLEMENTARY READINGS AND RESOURCES:

Caillois, R. *Man, Play and Games.*

Danford, H. and Shirley M. *Creative Leadership in Recreation*, pp. 83-117.

Squires, J. L. *Syllabus for Problems in Recreation.*

Tillman, A. *The Program Book for Recreation Professionals*, pp. 20-24.

Vandersmissen, B. "Program Standards and Evaluative Measures."

OBJECTIVE 2

Analyzes the components of recreational activities

2:1 Discriminates physical/motor components of activities

2:2 Discriminates socio-psychological components of activities

2:3 Distinguishes cognitive components of activities

2:4 Distinguishes affective components of activities

SUGGESTED LEARNING ACTIVITIES

READ:

Avedon, E. M. "The Structural Elements of Games." In Avedon, E. M. and Sutton-Smith, B. (eds). *The Study of Games*, pp. 419-426.

Harayda, J. "Kids and Their Games—What are They Playing?" *Family Health*, 1975 (September), pp. 36-39.

Redl, F. *et al.* "The Dimensions of Games." In Avedon, E. M. and Sutton-Smith, B. (eds). *The Study of Games*, pp. 408-418.

Sutton-Smith, B. and Gump, P. "Games and Status Experience." *Recreation* 48, 1955 (April), pp. 172-174.

Sutton-Smith, B. and Gump, P. "The 'It' Role in Children's Games." In Avedon, E. M. and Sutton-Smith, B. (eds). *The Study of Games*, pp. 390-397.

PARTICIPATE:

- Read and discuss the following handout: What's in a game? (Herb Blaukoff, Intermediate Division Jewish Community Centers, St. Louis).
- Complete the worksheet on identifying activity components.
- Participate in selected activities and identify the ten elements of the activity as discussed by Avedon.

PERFORMANCE CRITERIA:

A. From a provided list of activities, the student will be able to correctly identify which of the thirty (30) dimensions of games (Avedon, E. M., *The Study of Games*, pp. 408-417) apply to each activity.

B. Using two specific games as examples, e.g., Harayda-Baseball, Gump and Sutton-Smith—"IT Games," Sutton-Smith and Gump—Status

Experience, Basketball—Blaukoff, etc. the student will correctly identify one specific motor component, one likely socio-psychological component, one specific cognitive component and one likely affective component of the activity.

C. The student will choose one activity and correctly specify how the 10 elements of games (Avedon, pp. 422-424) would apply to that activity.

SUPPLEMENTARY READINGS AND REFERENCES:

Boyd, N. "Play as a Means of Social Adjustment." *Therapeutic Recreation Journal, 1* (2), 1967.

Cohen, P. "A Compilation of Recreation Activities Which May Aid in the Reduction of Hostility in Psychiatric Patients." *Therapeutic Recreation Journal, 8* (1), 1974.

Fidler, G. and Fidler J. *Occupational Therapy,* pp. 76--80.

Hayes, G. "Activity Analysis: Finger Painting for the Mentally Retarded." *Therapeutic Recreation Journal, 5* (3), 1971.

Lehman, L. "Simulation Games." *Therapeutic Recreation Journal, 2* (2) 1968.

Post, M. S. "Therapeutic Activities: Objectives and Goals." *Therapeutic Recreation Journal, 7* (2), 1973, pp. 21-25.

Slovenko, R. and Knight, J. (eds). *Motivations in Play, Games, and Sports.*

OBJECTIVE 3

Synthesizes the factors to be considered in the activity selection process

3:1 Analyzes participant characteristics

- 3:1:1 Identifies biological characteristics
- 3:1:2 Identifies physiological/motor characteristics
- 3:1:3 Identifies psychological characteristics
- 3:1:4 Identifies social characteristics
- 3:1:5 Identifies cognitive characteristics
- 3:1:6 Identifies affective characteristics

3:2 Analyzes intrinsic-extrinsic motivation factors in activity selection

- 3:2:1 Interprets interpersonal factors
- 3:2:2 Interprets socio-cultural influences
- 3:2:3 Interprets need fulfillment factors

3:3 Analyzes factors required for alternative activity selection

- 3:3:1 Identifies commonality of activity components
- 3:3:2 Identifies resource capabilities

3:4 Synthesizes activity selection data related to client objectives

- 3:4:1 Categorizes psychomotor objectives
- 3:4:2 Categorizes socialization-interpersonal objectives
- 3:4:3 Categorizes cognitive objectives
- 3:4:4 Categorizes affective objectives

SUGGESTED LEARNING ACTIVITIES

READ:

Avedon, E. M. "The Structural Elements of Games." In Avedon, E. M. and Sutton-Smith, B. (eds). *The Study of Games.*

Avedon, E. M. *Therapeutic Recreation Service: An Applied Behavioral Science Approach,* pp. 161-178.

Geddes, D. *Physical Activities for Individuals with Handicapping Conditions,* pp. 3-16.

Sessoms, H. D. "Measuring Outcomes in Terms of Socialization and the Mental Health of the Individual." In *Recreation Research,* pp. 42-53.

Sherif, M. "Experiments in Group Conflict." *Scientific American,* 1956 (November), pp. 54-58.

Tillman, A. *Program Book for Recreation Professionals,* pp. 72-84.

Viscott, D. S. "Duke and the Doctor." *Parade Magazine,* 1973 (January).

PARTICIPATE:

- Participate in class in objective-based activity selection exercise (handout) to include:
  1. Psychomotor objectives
  2. Affective objectives
  3. Cognitive objectives.

- Complete activity analysis worksheet (handouts). Discuss in class. View the following films and discuss study guide (relative to activity selection in class.)

  Activities with Mentally Retarded Children, University of Illinois, 1975, 45 minutes, color videotape.

  Anyone Can—Learning Through Motor Development, California Association for Neurologically Handicapped Children, 16 mm color film.

  Therapeutic Recreation for the Visually Handicapped, University of Illinois, 1974, 40 minutes, color videotape.

  Somebody Waiting, Extension Media Center, Berkley, California, 25 minutes, 16 mm color film.

  The Priory Method, Juan de Fuca Hospital Society, 20 minutes, 16 mm color film.
- Given a specific situation (group, objectives, and activity), select an alternate activity that could be employed to fulfill the same objective. Provide a rationale for your selection.

PERFORMANCE CRITERIA:

A. The student will correctly identify the specific biological, physical, psychological, social cognitive and affective factors that are likely to be characteristic of specific client populations (see Orientation to Disability Groups Module, Avedon pp. 163-171, 177-211 and Geddes, pp. 3-16.)

B. The student will correctly identify an example of five behaviors that could result from activity participation in a group (Gump, Sutton-Smith, p. 98).

C. The student will be able to correctly distinguish two activities that produce conflicts within groups and two activities that enhance correlation between groups (Sherif, pp. 54-58).

D. The student will identify five socio-cultural influences that might affect activity selections (Tillman, pp. 69-84).

E. The student will be able to identify three possible situations when a substitute activity would have to be employed, and justify the use of the activity in fullfilling the previously determined objectives.

F. The student will show evidence of the ability to specify client objectives for psychomotor, socialization, cognitive and affective purposes by identifying a minimum of three activities that would satisfy the needs in each domain.

SUPPLEMENTARY READINGS AND RESOURCES

Avedon, E. M. *Therapeutic Recreation Service: An Applied Behavioral Science Approach,* pp. 200-211.

Cleland, C., Swartz, J. D., and Chasey, W. C. "The Role of Play, Games and Toys in Recreation Programming for the Moderately and Profoundly Retarded." *Therapeutic Recreation Journal,* 5 (4), 1971.

Dentler, R. "Swimming and Personality Development." In Slovenko, R. and Knight, J. (eds). *Motivations in Play, Games and Sports.*

Gump, P. and Sutton-Smith, B. "Activity-setting and Social Interactions: A Field Study." In Herron, R. E. and Sutton-Smith, B. (eds). *Child's Play,* pp. 96-102.

Overs, R. P., O'Conner, E., and deMarco, B. *Avocational Activities for the Handicapped.*

Peller, L. "Models of Children's Play." In Herron, R. E. and Sutton-Smith, B. (eds). *Child's Play.*

Peterson, C. A. "Activity Analysis and Prescriptive Programming," at the National Recreation and Park Association Research Needs Conference, Columbia, Missouri, September 24-27, 1974.

Phillips, R. "Children's Games." In Herron, R. E. and Sutton-Smith, B. (eds). *Child's Play.*

Ravish, R. A. "The Use of an Interpersonal Game Test in Conjoint Marital Psychotherapy." In Avedon, E. M. and Sutton-Smith, B. (eds). *The Study of Games,* pp. 352-364.

OBJECTIVE 4

Analyzes activity adaptation considerations

4:1 Understands principles for adaptation based on client assessment

4:2 Understands techniques for activity adaptation

4:3 Identifies specific adaptations based on available data

SUGGESTED LEARNING ACTIVITIES

READ:

Grove, F. A. and Keeran, C. V. "Teaching the Severely Retarded to Use Playground Equipment." In *The Best of Challenge,* Vol. 1, 1971, pp. 162-164.

Programs for the Handicapped. *Journal of Health, Physical Education and Recreation,* 1971 (April), 1972 (November).

OTHER ACTIVITIES:

- Identify appropriate adaptations that would be required when the following persons are introduced into a play experience involving the nondisabled:
  1. A physically disabled person
  2. A mentally retarded person
  3. A mentally ill person
- Complete a comparative analysis of a designated activity with:
  1. A group of nondisabled persons
  2. A group of disabled persons
  3. An integrated group of disabled and nondisabled persons
- This analysis should include the following:
  a. Group characteristics (age, sex, number)
  b. Group assessment factors (skill levels, ability, disabilities)
  c. Activity selection factors (reasons for selection of this activity)
  d. Activity dimensions
  e. Objectives of activity
  f. Safety factors
  g. Adaptation considerations
  h. Implementation methodology
  i. Potential or probably outcomes
- Given data about a client-patient with a specific problem, list several activities he could participate in without adaptation. List several activities, and adaptations, which would allow the client to participate where he was previously unable.
- Using Learning and Playing: Fifty Vigorous Activities for the Atypical Child (Cratty, B. J., Educational Activities, Inc.), select an activity and prepare it for classroom demonstration/simulation. Discuss dimensions of activity and how it can be adapted for various disability and age groups.

PERFORMANCE CRITERIA:

A. The student will identify and justify two adaptations that would be necessary for successful participation in a specific recreational activity by: (Classroom and Supplementary reading, especially Adams)
   1. A blind individual
   2. A paralized individual

3. A severely regressed mentally ill individual
4. A moderately mentally retarded individual

B. The student will identify two contraindications for modification of a specific recreational activity for each of the above client types.

SUPPLEMENTARY READINGS AND REFERENCES:

Adams, R., Daniel A. and Rullman, L. *Games, Sports and Exercises for the Physically Handicapped,* pp. 97-216.

Anderson, R. "Applications of Educational Rhythmics to Therapeutic Recreation Service." *Therapeutic Recreation Journal, 5* (2), 1971.

Avedon, E. M. "Using Recreative Games for Therapeutic Purposes." In Avedon, E. M. and Sutton-Smith, B. (eds). *Study of Games,* pp. 317-375.

Belgau, F. *A Motor Perceptual Developmental Handbook of Activities.*

Bigelow, G. "A Comparison of Active and Passive Recreation Activities for Psychotic Patients." *Therapeutic Recreation Journal, 5* (3), 1971.

Cratty, B. J. *Active Learning Games to Enhance Academic Ability.*

Cratty, B J. "Learning and Playing: Fifty Vigorous Activities for the Atypical Child," (5 x 8 cards).

Dethlets, T. "Modifications for Handicapped Persons in Outdoor Recreation." *Therapeutic Recreation Journal, 5* (2), 1971.

Geddes, D. *Physical Activities for Individuals with Handicapping Conditions.*

Groff, L. "Recreational Arts and Crafts for the Mentally Retarded." *Therapeutic Recreation Journal, 3* (3), 1969.

Karpilow, B. "Drama Therapy." *Therapeutic Recreation Journal, 4* (1), 1970.

Malatestu, D. "The Potential Role of Theatre Games in a Therapeutic Recreation Program of Psychiatric Patients." *Therapeutic Recreation Journal, 6* (4), 1972.

Miles, N. *Swimming Techniques for Children with Learning Disabilities.*

O'Morrow, G. S. "The Whys of Recreation Activities for Psychiatric Patients." *Therapeutic Recreation Journal, 5* (3), 1971.

Peters, M. "Music and the Exceptional Child." *Therapeutic Recreation Journal, 2* (3), 1968.

Rullman, L. "Adapted Activities and the Handicapped." *Leisurability, 1* (1), 1974.

Vodola, M. *Individualized Physical Education Programs for the Handicapped Child*, pp. 184-226.

INSTRUCTOR GUIDE: Activity Analysis

This module should be thought of as a precursor to the programming and evaluation module. The content represent the core of knowledge necessary for a thorough understanding of materials contained in the module on programming and evaluation. It will also help students to begin thinking of activities as they relate to people and not as isolated occurances.

Objective one is an introduction to activity awareness. It attempts to familiarize students with the myriad of activity possibilities and to assist them in finding the easiest and most meaningful way to effectively utilize and understand future learning exercises. In working with the various approaches in classifying activities, it is important that students view them as complimentary rather than as conflicting or competitive since each approach has potential usefulness.

Objective two illustrates the potentials which may be realized in a given recreational activity. In this consideration it is important to keep the focus of the students on the specific nature of the activity rather than on client objectives which will be considered later. The suggested worksheet and class discussion on specific activity components are valuable and should be stressed.

Objective three contains the greatest amount of material to be covered. It stresses characteristics and factors which will be familiar from previous modules such as Orientation to Disabilities, Introspection and Communication, and Therapeutic Recreation Roles and Processes. In this objective it is especially important to consider recreational activities as they relate to potential human needs.

Objective four focuses on various adaptive considerations and should provide students with numerous ideas that would be appropriate for different client groups. In keeping with the goals of normalization, the emphasis in this objective should be on the adaptation of activities ONLY where necessary to ensure meaningful client participation or to achieve treatment objectives. Students should be given the opportunity to observe, participate in, or become actively involved in the actual activity adaptation experience.

Specific Suggestions to Instructors for Using Selected Learning Activities

OBJECTIVE ONE (Analyze Taxonomies)

Suggestion A:

Have the class discuss, as a group, the purpose and value of classifying activities. Focus on the question of whether the activity that is available or the potential participant should be the first consideration in activity selection.

Suggestion B:

Have students work in small groups in developing an activity classification system that they could use in their future professional functioning, i.e., a system that would take into account as many factors as possible—e.g., diversity of program, participant interests and needs, potential of activities for reaching specified objectives, etc.

OBJECTIVE TWO (Analyze Components)

Suggestion A:

Have students identify the following elements in the game of basketball: social status, purpose, individual difference requirements, game complexity, specific physical requirements of the activity, roles of participants, barriers and interpersonal exchanges.

Suggestion B:

Have students identify specific activities that would include the dimensions of games as identified by Redl, e.g., an activity that focuses on self-enhancement of the participant as opposed to defeat of the opponent; one activity that requires almost no organization as opposed to one that requires time in preparation.

Suggestion C:

Have several small groups of students analyze the same activity using Avedon's 10 activity elements and then have them compare results.

OBJECTIVE THREE (Synthesizes factors)

Suggestion A:

Provide students with a list of activities and have them determine whether the activities would fulfill cognitive, psychomotor and/or affective objective.

Suggestion B:

Develop an activity analysis worksheet and have students complete them independently, then bring them to class for discussion.

Suggestion C:

For films and videotape: Personally preview the a-v's prior to showing. Develop a study guide of questions and things for students to look for. The video tapes are condusive to being stopped while in progress for discussions or critical incident purposes. Some films may be viewed out of class.

Suggestion D:

Have students form small groups. Simulate a situation where planned activities must be cancelled at the last minute (weather, broken equipment, lack of participants, etc.). Have one group present the problem to a second group. The second group will be responsible for identifying and justifying an alternative activity that will meet the objectives of the original activity. Reverse roles.

OBJECTIVE FOUR (Analyzes Adaptation)

Suggestion A:

Have the student actually observe an integrated play activity.

Suggestion B:

The comparative analysis of one activity could be a major individual project or could be broken into a large group (whole class) project where individuals or subgroups take responsibility in a portion of the analysis.

Suggestion C:

Use Adams, pp. 97-216 as the primary resource for students in their attempt to identify possible adaptations and non adaptations.

MODULE 9

Professionalism in Therapeutic Recreation

Introduction

In contemporary society, most occupational groups aspire to be classified as professions. If one applies the classical definition of a profession, relatively few of these groups meet the criteria. If, on the other hand, one employs the common usage of the term, almost any occupational group qualifies. For the purpose of this curriculum, the status of professionalism should only be ascribed to those occupations which have (1) a recognized body of knowledge, (2) a formal code of ethics, (3) a set of standards to govern the delivery of services, (4) a formalized system of training (curriculum in higher education), and (5) sanctions from the community-at-large for the delivery of services.

Employing the above definition, therapeutic recreation might be regarded as a profession, but more accurately, it would be classified as an "emerging profession." As compared with many other segments of the park and recreation movement, it has achieved rather significant gains in terms of meeting the above criteria. However, making comparisons with other allied health disciplines makes evident the deficiencies that do exist.

At the general level, this module will assist the student in identifying a professional organization, in understanding the history of organizations representing therapeutic recreation, and in understanding the standards and ethics currently governing the delivery of therapeutic recreation services. Also, the module attempts to acquaint the student with the related organizations concerned with the recreation needs of the handicapped and disabled.

The student should gain from this module the understanding that therapeutic recreation is an emerging profession, that it is increasingly being recognized as a necessary discipline in the provision of services to handicapped individuals, and that professional organizations play an important role in this development. Further, the student should recognize that his or her future, and the future of services to handicapped people will rest in large measure on the commitment he or she exhibits to the field.

At the completion of this module, the student will have knowledge of antecedent therapeutic recreation organizations, professional associations, and organizations concerned with recreation for the disabled, and related

organizations representing concerns of the disabled. In addition, the student will be familiar with basic principles of ethical conduct and standards applicable to therapeutic recreation.

OBJECTIVE 1

Demonstrates knowledge of professional associations and organizations concerned with recreation for the handicapped and disabled.

1:1 Identifies basic characteristics of a profession

1:2 Describes characteristics, roles and functions of professional organizations

1:3 Lists services of existing professional organizations specifically concerned with recreation for handicapped and disabled individuals

SUGGESTED LEARNING ACTIVITIES

READ:

Gray, D. and Greben, S. "Future Perspectives." *Parks and Recreation,* 1974 (July), pp. 23-33, 47-55.

Hartsoe, C. E. "Recreation: A Profession in Transition." *Parks and Recreation,* 1973 (July), pp. 33-34, 59-60.

Membership brochures on NRPA, NTRS, AAHPER, state societies and Associations, and National Consortium on Recreation and Physical Education for Handicapped Children.

Park, D. C. "Recreational Development for Handicapped Individuals," White House Conference on the Handicapped, 1976.

VIEW:

The Role of Professional Organizations in Therapeutic Recreation, University of Illinois, 1974, 45 minutes, color videocassette.

PARTICIPATE:

- Participate in class discussion on roles, objectives and current impact of existing professional organizations.
- Participate in class discussion on structure, function and current activities of local, state, or national organizations.

PERFORMANCE CRITERIA:

A. The student will identify the five qualities of a profession and accurately determine:
   1. If the therapeutic recreation field has achieved professional status according to each quality.
   2. If not, what logical steps are necessary or desirable to achieve professional status.

B. The student will identify and discuss the significance of five major objectives of the National Recreation and Park Association.

C. The student will describe a minimum of three services currently being provided by the National Therapeutic Recreation Society and the National Consortium on Recreation and Physical Education for the Handicapped.

D. The student will identify at least five issues that must be addressed by the therapeutic recreation field in order to meet the needs of the disabled persons.

OBJECTIVE 2

Demonstrates knowledge of antecedent therapeutic recreation organizations

2:1 Identifies Hospital Section of American Recreation Society

2:2 Identifies National Association of Recreation Therapists

2:3 Identifies Council for Advancement of Hospital Recreation

2:4 Identifies Comeback, Inc.

2:5 Identifies National Recreation Association Consulting Service on Recreation for Ill and Handicapped

SUGGESTED LEARNING ACTIVITIES

READ:

Frye, V. and Peters, M. *Therapeutic Recreation Service: It's Theory Philosophy and Practice,* pp. 21-30.

O'Morrow, G. S. *Therapeutic Recreation: A Helping Profession,* pp. 102-111.

PARTICIPATE:

- Discuss historical and current terms used to define the field of therapeutic recreation and their significance in the development of professional organizations.

PERFORMANCE CRITERIA:

A. The student will identify one major contribution of each of the following:
   HRS/ARS
   NART
   CAHR
   Comeback, Inc.
   National Recreation Association Consulting Service on Recreation for the Ill and Handicapped.

B. The student will accurately identify the events leading to the merger of professional organizations in 1966, beginning with the formation of the CAHR in 1953.

OBJECTIVE 3

Demonstrates knowledge of related organizations representing concerns for the handicapped

3:1 Lists professional organizations

3:2 Identifies governmental agencies

3:3 Names private/voluntary organizations

3:4 Recognizes consumer organizations

SUGGESTED LEARNING ACTIVITIES

READ:

People to People Committee. *Directory of Organizations Concerned with Handicapped Individuals.*

PARTICIPATE:

- Obtain information brochures from various agencies or organizations concerned with the handicapped. Report findings to the class.

- Identify lay and/or consumer groups, professional groups, governmental groups, and private-voluntary groups and determine their relationship (or potential relationship) to therapeutic recreation. Analyze and report on the difference between lay, professional, and governmental groups.
- Interview a representative of a local agency that has a concern for the handicapped, for example, a local chapter of the Association for Retarded Citizens, the United Way, the Red Cross, and so forth. Analyze and report on their concern and interest in recreation for the handicapped.

PERFORMANCE CRITERIA:

A. The student will identify three professional associations (other than an activity therapy organization in the allied health fields) and will specify one contribution to the field of recreation for the handicapped from each.

B. The student will identify two governmental agencies and specify a minimum of one way in which each has contributed to the advancement of recreation for the handicapped.

C. The student will describe the activities of at least two private/voluntary organizations concerned with providing recreation opportunities for the handicapped.

D. The student will identify two consumer organizations and describe one specific way in which each could articulate with a state or national therapeutic recreation organizations.

OBJECTIVE 4

Demonstrates knowledge of standards applicable to therapeutic recreation

4:1 Identifies therapeutic recreation standards within residential facilities standards

- 4:1:1 Outlines standards for psychiatric facilities
- 4:1:2 Outlines standards for mental retardation facilities
- 4:1:3 Outlines standards for skilled nursing and intermediate care facilities

4:2 Demonstrates knowledge of personnel standards

- 4:2:1 Identifies registration levels in the NTRS Voluntary Registration Program

4:3 Demonstrates knowledge of professional preparation accreditation standards

- 4:3:1 Describes basic principles of the NRPA accreditation standards
- 4:3:2 Outlines therapeutic recreation curriculum standards

4:4 Demonstrates knowledge of architectural standards

- 4:4:1 Identifies federal standards
- 4:4:2 Defines state standards
- 4:4:3 Describes local standards

4:5 Demonstrates knowledge of camping standards

- 4:5:1 Outlines standards of the American Camping Association

SUGGESTED LEARNING ACTIVITIES

READ:

NRPA Standards and Evaluative Criteria for Recreation Leisure 1975 Services and Resources Curricula—Baccalaureate and Master's Degree

Joint Commission on Accreditation of Hospitals. *Standards for Residential Facilities for Mentally Retarded.* 1974

Kelley, J. D. and Smith, B. L. "Standards for Therapeutic Recreation in Psychiatric Facilities." *Therapeutic Recreation Journal,* 6 (2), 1972.

Medical Assistance Program: Intermediate Care Facility Services," *Federal Register,* 39, (12), 1974, 2223-2232.

Skilled Nursing Facilities: Standards for Certification and Participation in Medicare and Medicaid Programs. *Federal Register,* 39, (12), 1974, 2245-2246.

"Suggested Standards for Therapeutic Recreation in Psychiatric Facilities." *National Therapeutic Recreation Society Yearbook,* 1972. 21-99.

Trends. 1974 (July, August, September).

NTRS Voluntary Registration Materials

American Camping Association "Camp Standards with Interpretations for the Accreditation of Organized Camps." 1975

OTHER ACTIVITIES:

- View filmstrip, "A Model Law for Handicapped Children," Council for Exceptional Children.
- Discuss the weak points and/or strong points of one of the following standards in its relationship to therapeutic recreation:
  1. Joint Commission on Accreditation of Hospitals—standards for therapeutic recreation in psychiatric facilities.
  2. National Therapeutic Recreation Society—standards for therapeutic recreation in psychiatric facilities.
  3. Joint Commission on Accreditation of Hospitals—standards for residential facilities for mentally retarded.
  4. Department of Health, Education and Welfare, Social and Rehabilitation Service—skilled nursing facility and intermediate care facility rules and regulations.
  5. View a site providing therapeutic recreation services. Identify and evaluate the agency's application and enforcement of applicable standards. Prepare an oral report for class based on your findings.

PERFORMANCE CRITERIA:

A. The student will distinguish between the suggested standards for therapeutic recreation in psychiatric facilities and the standards for activity program services in psychiatric facilities by identifying two major differences in content.

B. The student will identify one provision concerning each of the following as contained in the standards for residential facilities for the Mentally Retarded (JCAH):
   1. Content of recreation program
   2. Records
   3. Personnel
   4. Facilities

C. The student will identify the TR personnel qualification requirements for (1) skilled nursing facilities and (b) intermediate care facilities.

D. The student will identify the levels of the NTRS Voluntary Registration Program, outline the criteria for each level and accurately discuss the application process from initiation through the registration board's decision.

E. The student will briefly describe the curriculum accreditation process (NRPA) and will identify the faculty requirements/qualifications and curriculum content requirements at the undergraduate level.

F. The student will outline the impact of one piece of Federal Architectural Standards Legislation that has had an impact on the state/local level by identifying three specific standard requirements.

G. The student will identify a minimum of three *standards for camps for children with special needs* that exceeds the basic Camp Standards for the Accreditation of Organized Camps ACA.

H. The student will correctly identify two pieces of legislation designed to enhance services to special populations that have been enacted within the past two years at the state or national level.

OBJECTIVE 5

Demonstrates knowledge of basic principles of ethical conduct

5:1 Identifies basic ethical principles which apply to all recreation professionals

5:2 Identifies principles which apply to all health-related disciplines

5:3 Identifies principles which apply to therapeutic recreation professionals

- 5:3:1 Selects principles which apply to conduct between professional colleagues
- 5:3:2 Selects principles which apply to conduct between recreational professionals and clients
- 5:3:3 Selects principles which apply to conduct of a representative of a profession in a larger society.
- 5:3:4 Differentiates between the following: unprofessional conduct, standards violation, unethical conduct, and illegal conduct.

SUGGESTED LEARNING ACTIVITIES

READ:

Pezoldt, C. "A Code to Work By." *Parks and Recreation.* (January) pp. 32-34, 68.

Pattison, E., Hackenberg, O., Wayne, E. and Wood, P. A. "Code of Ethics for a Community Mental Health Program." *Hospital and Community Psychiatry,* 27, (1), 1976, pp. 29-32.

National Recreation and Park Association, *Manual of Procedures for Establishment of a Committee on Professional Ethics by State Recreation and Park Association.* 1976 (February).

LISTEN:

Ethical Issues and Dilemmas, Professor Whit Deininger, six cassette tapes, Lansford Publishing Company.

PARTICIPATE:

- Locate for class discussion, an ethical code of another profession.
- Bring to class for discussion, a current newspaper article depicting a possible ethics question.
- Debate possible solutions to specific ethical problems that may exist between therapist, client, and colleague.

PERFORMANCE CRITERIA:

A. The student will accurately identify a minimum of five principles concerning professional ethics.

B. The student will identify a minimum of three hypothetical situations involving a therapeutic recreator that would raise an ethical question.

C. The student will correctly identify five different types of professional relationships that have the potential for raising ethical questions.

D. The student will identify a minimum of two mechanisms that must be present for a code of ethics to be effectively enforced.

SUPPLEMENTARY READINGS:

Library of Congress, Congressional Research Service. *Federal Program Benefitting the Elderly.*

National Recreation and Park Association. *Director of National Organizations Related to Recreation, Parks and LEISURE.*

People-to-People Program. *Directory of Organizations Interested in the Handicapped.*

Vollmer, H. M. and Mills, D. L. *Professionalization,* pp. 1-21.

INSTRUCTOR GUIDE:
Professionalism in Therapeutic Recreation

In order to effectively facilitate the objectives of this module, the instructor needs to become actively involved with professional concerns of the field. He should keep abreast of changing and emerging standards, legislation, and the activities of both the state and national therapeutic recreation societies. He should also keep abreast of developments in the total rehabilitation, allied health and recreation fields.

The instructor should be aware that unless creatively presented, the materials in this module could become boring and meaningless to the students. Since in most cases, students will have had little, if any, experience with professional concepts and professional associations, the significance of the existence of such organizations may be difficult to grasp. In addition, students may be inclined to dismiss the significance of professional societies and associations because of the indirect and somewhat tangential link to the direct service delivery to clients.

Objective one provides the student with an overview of professionalism and professional organizations. It is suggested that the instructor provide the student with a first hand look at the accomplishments of successful professional organizations. In this regard it is imperative that the student be made aware of the direct link between these accomplishments and benefits to the client.

Objective two focuses on the development of professional organizations directly related to the therapeutic recreation field. For discussion of this objective to be of value to students, it is essential that the instructor clarify the connecting links among the antecedent therapeutic recreation organizations, the current therapeutic recreation organizations, the significance of these organizations to the professional and the impact that these organizations have directly on the client.

The accomplishment of the third objective should be approached with the intention of providing students with a wealth of information regarding resources and potential contacts that will enhance their professional functioning as they prepare for and once they enter the field. The students should view this information as a resource that will be valuable to them throughout their careers. Instructors can help students by encouraging them to initiate a professional resource file.

The fourth objective encompasses a wide spectrum of professional concerns including standards, professional preparation and accreditation, and registration/certification. Since events in these areas are constantly developing and changing, it is essential that the instructor keep abreast of current developments. The instructor should be cautious about requiring students to read and remember each of the provisions of every standard.

Rather, it is suggested that he or she focus on students gaining an understanding of the meanings and significance of these standards as they relate to themselves and to the clients being served. Further, they should become knowledgeable about sources of information of current standards as well as keep abreast of current standard developments.

In order to be effective, the fourth objective, principles of ethical conduct, must be creatively presented to students. Again, since most students will have had little professional experience, they could become easily seduced or confused with ethical issues. In order to simulate realistic situations, it is suggested that the instructor use the critical incident approach as much as possible.

Students should be allowed to make their own judgements as to how specific ethical questions might arise and be solved. In addition, this same approach, used with citing hypothetical solutions, could be most useful in assisting students to differentiate between ethics, standards, legalities and their effect on professionalism.

Specific Suggestions for Instructors

OBJECTIVE ONE (Professional associations/organizations)

Suggestion A:

After students have read and discussed the basic recognized prerequisites of a profession as presented in Hartsoe's article, have each write and defend in small group discussions, his or her perception of the therapeutic recreation field as a profession.

Suggestion B:

The videotape, *The Role of Professional Organizations in Therapeutic Recreation,* should be viewed by the students at least twice. The first time could be at the beginning of the module, out of class. The students should be provided with a study guide which requires them to look for a few specific concepts or points contained in the tape. A study guide will be a necessity since the tape is rather lengthy and could be difficult to follow for the beginning student. Key points the students might focus on could include (1) two reasons for the merger of 1966; (2) the primary contributions and reasons for existence of a national professional organization; and (3) reasons a student (professional) should belong to a professional organization.

The second viewing could take place in class, with frequent pauses at logical points, in order to clarify important facts, concerns, and issues. The tape will become much more significant after the student has read much of the therapeutic recreation literature as well as after he has had some involvement with a state or national professional organization.

Suggestion C:

If possible, students should attend a board of director's meeting, business meeting, or committee meeting of the state professional association.

Also, the student should have the opportunity to speak informally with an officer of the organization.

OBJECTIVE TWO (Antecendent therapeutic recreation organizations)

Suggestion A:

Partial achievement of this objective can be acquired through study of the previous objective.

Another resource is the NTRS audio-slide presentation, *Heritage of Concern.* Student focus should be directed toward conceptual differences among organizations rather than toward specific accomplishments of each organization.

OBJECTIVE THREE (Related organizations)

Suggestion A:

The primary focus of this objective should be articulation with other professional organizations. An indepth look at the roles of various allied health professions is accomplished in another module; therefore in this module, emphasis should be on structural and compositional differences among the various types of organizations.

OBJECTIVE FOUR (Standards)

Suggestion A:

This rather lengthly objective encompasses an extremely wide range of standards applicable to working with special populations. The students focus should be on general provisions of the standards and the specific significance that relates to the provision of service to special populations.

Suggestion B

Rather than have the students work through the heavy readings, it is suggested that the instructor highlight each set of standards via overhead projector or written handout. The students should be able to relate easily the meanings and significance in relationship to services to special populations.

Suggestion C:

Subobjectives two and three should be considered in relationship to each other, and in respect to the development of future credability in the field, i.e., certification, licensing.

OBJECTIVE FIVE (Ethical Conduct)

Suggestion A:

The primary approach to this objective might be through critical incidents. Since in most cases the students will have had little experience in identifying ethical concerns, the instructor might provide the students with a list of ethical questions or situations. In small groups the students could determine how the problem might be solved.

Suggestion B:

Have the students bring to class current newspaper or magazine articles describing questions of ethics in any area. Discuss the articles in class. Discussion should be focused on the reasons ethical questions arise and how the profession can deal with them.

MODULE 10

Roles and Functions of Related Disciplines and Interprofessional Relationships

Introduction

In order for practitioners to function competently and effectively in a given field, it is essential that they understand the roles they will be called upon to perform. It is equally important that they understand the roles and responsibilities performed by those people working both in related activity disciplines, for example, occupational therapy, music therapy, dance therapy, art therapy, corrective therapy, and in other health-related disciplines, such as medicine, psychology, social work, nursing, vocational rehabilitation, physical therapy, adaptive physical education, special education, and so forth.

Acquiring an understanding of roles, however, is not intended to and should not imply an in-depth knowledge of all duties and functions. It is understood that roles are built around relationship patterns established in a given institution, are changeable over a period of time, and may be variable from institution to institution.

It is also important for the student to recognize that roles, or what is sometimes referred to as "role constellations" are not determined entirely by the professional worker, or the professional group; they frequently emerge from the expectations of those persons with whom the professional must work on a day-by-day basis. For example, in one setting providing a given activity service may be sanctioned as the appropriate domain of the therapeutic recreation professional, while in another setting the same activity service may be sanctioned as the primary responsibility of social work, occupational therapy, physical therapy or some other discipline.

This does not mean that the therapeutic professional does not play an important part in determining his or her role. For as is known from our knowledge of the way work groups function, role expectations are sanctioned on the basis of the actual or perceived competencies of a given worker to perform the primary duties inherent in the role.

While some health disciplines, particularly those dealing with direct medical services, have achieved a rather clear delineation of their roles and responsibilities, others have not. Therapeutic recreation would fall into the

"have not" category. As a matter of fact, therapeutic recreation professionals are often expected to perform roles that are based upon negative stereotypes which have taken seed from outdated notions about the importance of recreation in a clinical or rehabilitation setting.

A principal goal of this module will be to help the entry-level workers understand that it will be their responsibility to develop their own set of roles in a given situation. Further, that this can be done by educating their colleagues and associates, and by demonstrating their competence in the tasks and duties they are called upon to perform. This module is designed to provide the student with some of the basic information necessary to understand the nature and meaning of professional roles in health delivery systems, and some of the methods by which therapeutic recreation roles can be formulated or enhanced.

A separate point which needs to be stressed in the study of professional roles is the acknowledgement of the profound changes which have taken place in recent years with the rejection of the traditional medical model as the "modus operandi" for the clinical setting. The medical model, which placed the medical doctor in top-down command of all treatment activities, has given way to a "team model" which assigns greater autonomy as well as freedom of interaction to the various health disciplines. Carried with this autonomy, however, is a much greater demand on discipline accountability. This means that increasingly the entry-level therapeutic recreation worker will be called upon to justify his or her role on the basis of the demonstrated effects of services on the client/consumer.

Objective one attempts to acquaint the student with the commonly identified roles and functions of related activity disciplines; objective two seeks to acquaint the student with recognized roles and functions of related health fields; objective three is concerned with helping the student to see the responsibilities associated with being a member of a treatment team; and the final objective deals with the many duties and functions tangential to the primary role of client/consumer care.

As a concluding note, the instructor using this curriculum should recognize that some of the learning activities may be more effectively carried out in conjunction with the field practicum experience.

The student, after completing this module, will gain a knowledge of related health and activity therapy disciplines. The student will also gain an understanding of functioning as a member of a treatment team working with supportive services.

OBJECTIVE 1

Comprehends roles and function of related activity disciplines

1:1 Identifies primary functions of related activity disciplines

1:2 Distinguishes between roles of related activity disciplines

SUGGESTED LEARNING ACTIVITIES

READ:

American Alliance for Health, Physical Education and Recreation. *Careers in Activity Therapy Fields.*

Kraus, R. *Therapeutic Recreation Service: Principles and Practices.* pp. 54-63.

Runkle, K. *Health Careers Planning Guide—Illinois.*

PARTICIPATE:

- Observe practitioners from each discipline working with clients/consumers.
- Interview representatives of related activity disciplines and prepare written statement identifying basic roles and functions of each field.
- Participate in class discussion focused on defining unique role and functions of related activity disciplines.

PERFORMANCE CRITERIA:

A. The student will identify by name a minimum of six activity therapy disciplines.

B. The student will identify three objectives of the National Association of Activity Therapy and Rehabilitation Program Directors which relate to all of the activity disciplines.

C. The student will distinguish differences between therapeutic recreation and each of the following related activity disciplines in relationship to: (a) educational requirements; (b) primary places for employment; and (c) therapeutic medium utilized:
   1. Occupational therapy
   2. Physical therapy
   3. Music therapy
   4. Art therapy
   5. Dance therapy

SUPPLEMENTARY READINGS AND RESOURCES:

O'Morrow, G. S. *Administration of Activity Therapy Service.*

OBJECTIVE 2

Comprehends roles and functions of related health disciplines

2:1 Identifies primary functions of related activity disciplines

2:2 Distinguishes between roles of related activity disciplines

SUGGESTED LEARNING ACTIVITIES

READ:

Kraus, R. G. and Bates, B. J. *Recreation Leadership and Supervision,* pp. 60-66.

O'Morrow, G. S. *Therapeutic Recreation: A Helping Profession,* pp. 64-70.

U. S. Department of Labor. *Occupational Outlook Handbook,* 1974 pp. 75, 473-483, 501-505.

PARTICIPATE:

- Divide class into small groups, have each group member interview a different representative of each related health discipline. Prepare a group report. Discuss and report in class.
- Participate in class discussion defining unique roles and functions of each related health discipline.

PERFORMANCE CRITERIA:

A. The student will identify by name a minimum of three related health disciplines that would be encountered in a:
   1. Psychiatric Hospital
   2. Physical-Rehabilitation Center
   3. Skilled Nursing Facility
   4. Prison
   5. State School for the Retarded

B. The student will identify at least one role distinction between the following related health disciplines:
   1. Psychologist/Psychiatrist
   2. Psychiatric nurse/Social worker
   3. Physiatrist/Psychometrist
   4. Orthopedic Specialist/Podiatrist

OBJECTIVE 3

Comprehends roles of therapeutic recreation professionals in a team environment

3:1 Defines functions related to team assessment of clients/consumers

3:2 Defines functions related to team treatment plans

3:3 Explains development of therapeutic recreation treatment plans in coordination with other disciplines

3:4 Defines functions related to evaluation of team treatment

3:5 Describe functions related to planning "aftercare" programs

SUGGESTED LEARNING ACTIVITIES

READ:

Gunn, S. "A Comprehensive Approach to Activity Therapy Programming." *Therapeutic Recreation Journal,* 7 (4), 1973, pp. 38-41.

O'Morrow, G. S. "Team Practice and the Therapeutic Recreation Specialist." In Kelley, J. (ed). *Expanding Horizons in Therapeutic Recreation II,* pp. 47-52.

VIEW:

The Team Approach and Therapeutic Recreation Specialist, University of Illinois, 1975, 45 minutes, color videocassette.

PARTICIPATE:

- Participate in class discussion on therapeutic recreation functions in team environment.
- Participate in role playing simulations of team meetings, diagnostic meetings, discharge meetings, administrative meetings, and therapeutic recreation department meetings.

- Discuss both the problem of interdisciplinary role versus the intradisciplinary role in different settings and the types of roles assumed by a therapeutic recreator in a nursing home, mental hea'th center, state psychiatric hospital, community recreation and park department, and rehabilitation facility.

PERFORMANCE CRITERIA:

A. The student will differentiate among the functions of three interdisciplinary team members in the treatment planning (assessment) process.

B. The student will identify five factors generally considered important in the composition of an effectively functioning treatment team

C. The student will identify three reasons for the establishment of one interdisciplinary treatment team.

D. The student will correctly identify the contributions of the therapeutic recreation specialist given a hypothetical case study example.

E. The student will identify the process that should be followed in preparing a client for involvement in an aftercare program.

OBJECTIVE 4

Comprehends nontreatment functions related to team or unit involvement

4:1 Understands functions in relationship to contributing to staff meetings

- 4:1:1 Prepares appropriate materials
- 4:1:2 Presents appropriate materials

4:2 Understands functions of communicating administrative needs through appropriate staff channels

- 4:2:1 Identifies administrative needs
- 4:2:2 Formulates a needs statement
- 4:2:3 Presents needs statement

4:3 Understands roles in contributing to supportive services

- 4:3:1 Identifies functions in relationship to food service
- 4:3:2 Identifies functions in relationship to maintenance
- 4:3:3 Identifies functions in relationship to housekeeping
- 4:3:4 Defines role in relationship to staff social activities

4:4 Understands roles in contributing to in-service training

- 4:4:1 Describes functions in relationship to unit in-service training (formal/informal)
- 4:4:2 Describes functions in relationship to departmental in-service training (formal/informal)
- 4:4:3 Describes functions in relationship to institutional in-service training (formal/informal)

4:5 Understands functions in contributing to the utilization of adjunct personnel

- 4:5:1 Describes functions in relationship to students
- 4:5:2 Describes functions in relationship to volunteers

SUGGESTED LEARNING ACTIVITIES

READ:

Meuli, A. "Volunteer Services." In O'Morrow, G. S. (ed). *Administration of Activity Therapy Service,* pp. 203-226.

O'Morrow, G. *Administration of Activity Therapy Service,* pp. 315-331.

PARTICIPATE:

- Using an institution in which the student has had some experience, or identifying a hypothetical institution, prepare brief written statement identifying procedures to be followed in accomplishing the following tasks:
  1. A proposal to modify staff responsibilities so as to accommodate a 20 percent increase in patient/client population.
  2. A proposal to convert an empty 20′ x 40′ storage room into an activity center.
  3. A proposal to develop an in-service training program for five new entry-level therapeutic recreation staff members.
  4. A proposal to develop a field practicum experience for entry-level students from the local community college.
  5. A proposal to develop a training program for volunteers.
- Participate in class discussion using written statements as the basis for specifying primary, secondary and supportive functions which are the responsibility of the therapeutic recreation professional as identified in objective four.

- Visit an institution or agency and interview the head maintenance man, dietician (or cook) and head housekeeper and make a list of their suggestions concerning responsibilities of professional staff concerning necessary support for their services. Present the list for class discussion.

PERFORMANCE CRITERIA:

A. The student will demonstrate his or her understanding of non-treatment related functions by correctly responding to examples on hypothetical issues such as:
   1. The therapeutic recreation specialist in an out-patient psychiatric clinic for children is asked to *conduct* a "staffing" conference on an individual with whom he is working. He is asked to focus on:
      a. Review of diagnostic information and treatment plans
      b. Assessment of current treatment program
      c. Evidence of therapeutic recreation contribution
      d. Recommendations for further treatment/termination

   2. The Director of Activity Therapy is asked to provide departmental input into the hospital (state school for the retarded) with in-service training/education program for students in social work, psychology, and nursing.
      a. What (if any) input should therapeutic recreation have into these programs?
      b. How should (would) therapeutic recreation staff be involved?
      c. How would the therapeutic recreation component be taught?

B. The student will identify a minimum of three ways in which the therapeutic recreation department in a nursing home would relate to each of the following intra-institutional services:
   1. Food service
   2. Maintenance
   3. Housekeeping

C. The student will briefly outline the process of including structure in a therapeutic recreation program (identify a minimum of six steps within the administrative process).

D. The student will identify a minimum of six non-direct service functions that would be common responsibilities for therapeutic recreation personnel, regardless of employment setting.

SUPPLEMENTARY READINGS AND RESOURCES

Avedon, E. *Therapeutic Recreation Service: An Applied Behavioral Science Approach*, pp. 28-40.

Axline, V. *Play Therapy.*

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Rushing, W. *The Psychiatric Professions.*

Willard, H. and Spackman, C. *Occupational Therapy,* pp. 1-14.

INSTRUCTOR GUIDE: Roles andFunctions of Related Disciplines

The instructor should be cautious in attempting to interpret the roles and functions of persons working in related fields. Since students can easily misunderstand and/or misrepresent the roles of others when given only limited information, it is advisable that they be referred to the professional literature of related disciplines in order to gain a thorough understanding of other roles. Guests from related fields should be invited into the classroom to represent their own perceptions of their roles.

The students should also be given sufficient opportunity to observe the therapeutic recreation professional functioning as a member of a team. In this manner, students can begin early to understand potential input as well as possible limitations that might guide their functioning with members of related disciplines. The instructor might effectively facilitate this by providing students with actual observations where possible. This might be accomplished during the field practicum experiences.

Specific Suggestions to Instructors For Using Selected Learning Activities

OBJECTIVE ONE (Related Activity Disciplines)

Suggestion A:

Have small groups of students observe an art therapist, dance therapist, music therapist, adapted physical educator or other activity therapists working with clients. Have the students identify the functions of the therapist and report back to the class. A discussion with all class members could follow and an attempt to differentiate the approaches and roles of the various related activity disciplines could be made.

Suggestion B:

Have the students develop a similarities and differences checklist describing the activity therapies studied as a result of their observations, readings, conversations with representatives of the disciplines, and after listening to the audio-tape, *Role of Related Activity Therapies.*

OBJECTIVE TWO (Related Health Disciplines)

Suggestion A:

The learning activities for this objective are self-explanatory. It is suggested that students focus on those health related disciplines with which he or she is likely to have the greatest amount of professional contact, e.g., psychiatrists, psychologists, social workers, special educators, physical therapists, nurses.

OBJECTIVE THREE (Therapeutic Recreation Professional Roles)

Suggestion A:

The videotape *Team Approach and the Recreation Specialist* can be effectively used as a critical incident tool. The tape can be started and stopped at points where the therapeutic recreator is about to respond to an issue being discussed. Students can express their opinions and then hear the response of the therapeutic recreation specialist on the videotape. This approach could generate a stimulating discussion.

Suggestion B:

Since the therapeutic recreation specialist's roles and functions may vary greatly in different treatment settings, it is essential that students participate in a sufficient number of varied discussions which emphasize their potential role in a team oriented environment. If possible, students should have the opportunity to observe different types of treatment team meetings.

OBJECTIVE FOUR (Nontreatment Therapeutic Recreation Functions)

The learning activities for this objective need no further delineations.

Field Practicum

Introduction

The first field practicum (Field Practicum I), during which the student will spend 5 weeks in three different agencies, will provide the student with initial exposure to the handicapped and disabled, to the agencies which serve them, and to the leadership of therapeutic recreation activities. Students will become familiar with the structure of the agency, begin to develop observational and analytical skills, gain leadership experiences, and obtain knowledge of and experience with equipment and facilities.

While thorough knowledge in a variety of areas is essential in the training of the competent entry-level therapeutic recreation professional, it provides only the basis upon which the specialist will function professionally. Because the application of the generic therapeutic recreation process can take place only in real-life situations, it is essential that the training provide an opportunity to utilize knowledge gained in the classroom and laboratory and an opportunity to personalize that knowledge in a practical environment. To facilitate this goal, three field practicum experiences are provided as an integral part of the curriculum.

It is assumed that the knowledge obtained in the classroom and laboratory will be synthesized during the field practicum experiences. Further, and in conjunction with the synthesis and evaluation of knowledge, the major purpose of the field practicum experiences is to aid the student in applying and personalizing this wide variety of knowledge. At the completion of the third field practicum experience, the student should be able to function as a competent entry-level therapeutic recreation professional, having synthesized, applied, and personalized all of the knowledge presented during his or her experience in the curriculum.

The three field practicum experiences are progressive in nature, moving from a general orientation to the application and enhancement of the skills and practices essential to competent functioning in the field.

The first field practicum (Field Practicum I), during which the student will spend 5 weeks in three different agencies, will provide the student with initial exposure to the handicapped and disabled, to the agencies which serve them, and to the leadership of therapeutic recreation activities.

Students will become familiar with the structure of the agency, begin to develop observational and analytical skills, gain leadership experiences, and obtain knowledge of and experience with equipment and facilities.

During Field Practicum II, the student will remain with one agency throughout the term, or approximately 16 weeks, for 12-15 hours per week. The student will increase learning in the acceptance of responsibility for leadership, program planning, and participant assessment, in addition to gaining experience in working with staff in other disciplines.

Field Practicum III will follow the format of Field Practicum II and will enable the student to acquire a greater proficiency and insight into the field of therapeutic recreation. In this field practicum, the student, in consultation with the instructor and agency supervisor, will develop specific, individualized learning objectives and performance criteria for herself or himself. These objectives will be based on an assessment of individual need relative to the achievement of competencies in which the student is deficient. At the termination of this practicum, it is expected that the student will have gained the skill and proficiency required to function as an entry-level therapeutic recreation specialist.

Field Practicum I

OBJECTIVE 1

Understands the nature of the agency or facility

1:1 Describes the structure of the total agency
1:2 Describes the client population served
1:3 Understands agency philosophy and goals
1:4 Understands the nature and philosophy of therapeutic recreation services within the agency framework

SUGGESTED LEARNING ACTIVITIES

- Participate in structured orientation sessions.
- Meet with various agency personnel, as assigned by supervisor, and discuss specific client services provided
- Develop an organizational chart of the agency. Identify functions of each discipline (or office) shown on the chart.
- Given a hypothetical client, trace a typical day that he or she might experience with the agency and discuss the rationale for these experiences.
- Participate in weekly field practicum meetings on campus throughout practicum.

OBJECTIVE 2

Applies knowledge of client observational techniques

2:1 Applies observation techniques to individual clients

2:2 Applies observation techniques to participant groups

2:3 Applies observation techniques to recreational sessions

SUGGESTED LEARNING ACTIVITIES

- Spend two weeks or a minimum of 20 hours, with a client: getting to know him or her as a person; learning about his or her philosophy, concepts, and attitudes toward participation in recreational activities; and observing his or her participation in specific recreational activities.
- Based on involvement with the selected clients complete a case study which will include:
  1. Name and age of client
  2. Source and date of referral
  3. Diagnosis and/or apparent problems
  4. Brief developmental history (from files, conversations with client, family, other staff and other available sources). Include medical, school and family history.
  5. Summary of experiences with and observational data on client. Organization of the summary should include:
     a. Attitudes toward people: (1) adults, (2) children, (3) total group
     b. Attitudes toward routine discipline
     c. Interests and aversions
     d. Special strong points
     e. Problem trends revealed
     f. Thoughts, fantasies, fears
     g. Health and body attitudes
     h. Background information.
- Complete several client group observations in at least four different activity areas including those in which the observed client participates.
- After each observation, participate in post activity discussions with the activity leader and/or participants. Discussions should include group assessment, critique of session, objectives of activity, and further planning based upon this assessment.
- Attend at least one staff meeting, conference, or discussion which focuses on the client selected above.

OBJECTIVE 3

Analyzes activity leadership skills

3:1 Demonstrates activity leadership skills

3:2 Distinguishes activity leadership skills

SUGGESTED LEARNING ACTIVITIES

- Participate in an activity group on several occasions.
- Assist activity leader in preparation and implementation of activity sessions on at least three of the above occasions.
- Share a minimum of two activity skills which might be used in conducting activity groups with clients.
- In addition to the above, assume primary responsibility for planning and conducting one activity session (under the supervision of agency supervisor).
- Participate in post activity evaluation sessions which include:
  1. Activity analysis
  2. Role analysis
  3. Technique analysis
  4. Preparation analysis.
- Based on the combined experiences above:
  1. Relate two examples each of leadership techniques which (a) proved to be effective and (b) proved to be ineffective.
  2. Describe at least two activity skills in which you increased your knowledge and/or proficiency.
  3. Utilizing one successful *or* one unsuccessful activity session, cite at least three reasons which you feel might affect the outcome.

Field Practicum II

OBJECTIVE 1

Understands the nature of the agency or facility and the role of the activity leader at such an agency

1:1 Explains the structure of the total agency

1:2 Describes the client population served

1:3 Summarizes agency philosophy and goals

1:4 Summarizes the nature and philosophy of therapeutic recreation services within the agency framework

1:5 Explains the role of the activity leader within the agency

SUGGESTED LEARNING ACTIVITIES

- Participate in structured orientation sessions.
- Meet with various agency personnel, as assigned by supervisor, and discuss specific client services provided.
- Develop an organizational chart of the agency. Identify functions of each discipline (or office) shown on the chart.
  (Delete the above three activities if a Field Practicum I experience was completed at the same agency.)
- Spend at least one week with the activity leader at the agency assisting in all job functions which the leader performs. Write a functional job analysis (based on observations) of that activity leader.

OBJECTIVE 2

Analyzes individuals and groups during activity participation utilizing observational techniques

2:1 Identifies individual functioning within the group during activities

2:2 Differentiates group process and dynamics during activities

SUGGESTED LEARNING ACTIVITIES

- Complete client group observations in at least three different activity areas, for example, crafts, drama, and sports.
- In connection with the observations, complete the following:

1. Observation No. 1

   Utilizing the group assessment form in M. Bogan, "Diagnosing Groups, and Planning from Where They're At." *In* J. Kelley (ed), *Expanding Horizons in Therapeutic Recreation II.*

Identify the following group characteristics:

a) The group wish
b) The group fear
c) The group mood

Select two participants and identify for each:

a) Energy level
b) Fight-run tendency
c) Dependency level
d) Leadership
e) Isolates

NOTE: Justify each response through specific examples.

2. Observation No. 2

Provide one example of each of the following interactions which occurred during the activity, utilizing the guide provided by P. Gump and B. Sutton-Smith, in Herron, R. E. and Sutton-Smith, B., *Child's Play:*

Sharing
Demanding
Blocking
Asserting
Helping
Attacking

3. Observation No. 3

Using Cog's Ladder, Pfeiffer, W. and Jones, J. (eds), *1974 Annual Handbook for Group Facilitators,* for process observation, identify the appropriate stage(s) of group development and processes of group interactions. Provide specific examples to justify each decision:

Polite phase
Why we're here phase
Espirit phase
Cliques
Constructive phase
Hidden agenda
Need for identity
Variety of participation
Bid for power phase
Need for approval
Structure

OBJECTIVE 3

Integrates activity leadership skills

3:1 Demonstrates activity leadership skills

3:2 Explains activity leadership skills

SUGGESTED LEARNING ACTIVITIES

- Throughout the practicum, assist the activity leader with two ongoing groups.
- Assume primary responsibility for the leadership of one activity group over the majority of the practicum.
- Participate in post activity sessions with supervisor and discuss and analyze leadership style, leadership techniques, and suggestions for improvement.

OBJECTIVE 4

Applies techniques of activity analysis, selection and adaptation

4:1 Prepares activity analysis

4:2 Demonstrates activity selection

4:3 Demonstrates activity adaptation

SUGGESTED LEARNING ACTIVITIES

NOTE: (These learning activities should be performed in conjunction with the first two activities of Objective No. 3).

- While assisting the activity leader with ongoing groups, assume the responsibility for the selection, adaptation, and implementation of several activities to be utilized with the group.
- Participate in a staff meeting, conference or seminar and provide your rationale for the selection of the activities above. Refer to Redl, F. "The Dimensions of Games," in Avedon, E. M. and Sutton-Smith, B. (eds). *The Study of Games.*
- Participate in post-activity sessions with supervisor and discuss the activities chosen for analysis, selection and adaptation.

OBJECTIVE 5

Demonstrates the ability to properly utilize agency resources available for therapeutic recreation programming

5:1 Uses facility and outdoor area utilization factors

5:2 Uses equipment requirements and utilization factors

5:3 Uses media and supply requirements and utilization factors.

SUGGESTED LEARNING ACTIVITIES

- Conduct a survey of facilities and outdoor areas. Include design considerations and variations, facility and outdoor area standards, and health and safety procedures and considerations.
- Assume responsibility for operating supportive equipment (mimeograph, xerox, stage lighting, vehicles) and audio visual equipment (movie projector, record player, etc.) on several occasions in conjunction with conduct of recreation activities.
- Participate in the ordering or purchase of supplies and equipment to be utilized in the recreation program.

OBJECTIVE 6

Synthesizes the planning, organizing, conducting, and evaluating of specific therapeutic recreation activity programs

6:1 Combines principles of planning activities

6:2 Combines principles of organizing activities

6:3 Combines principles of conducting activities

6:4 Combines principles of evaluating activities

SUGGESTED LEARNING ACTIVITIES

- Assist with the planning, organizing, conducting, and evaluating of at least one special event away from the agency (e.g., trips to sporting events, museums, concerns, and/or participate recreational activities).
- Assume primary responsibility for the planning, organizing, conducting and evaluating of at least one special event to be conducted at the agency (e.g., parties, tournaments, picnics, holiday activities).

- In assuming responsbility for the leadership of one activity group (Objective No. 3) systematically plan, organize, conduct, and evaluate. Consider all necessary components: client functional level, treatment objectives, activity requirements, facility supplies and equipment, staff, and transportation.
- Select a member of the group for which primary responsibility is assumed and maintain progress notes on that individual following agency regulations, procedures, and forms. If possible, assume responsibility for case presentation on that individual at a staff meeting, conference, or seminar.
- In assuming responsibility for the leadership of one activity group (Objective No. 3), complete an evaluation of the group focusing upon personal insights gained, self-improvement needs, the dynamics and progress of the group, and recommendations for continued therapeutic recreation experiences for the group.

OBJECTIVE 7

Proposes a complete therapeutic recreation program

7:1 Plans the program

7:2 Organizes the program

SUGGESTED LEARNING ACTIVITIES

- Prepare an activity schedule for the agency's entire therapeutic recreation program for one month. Include activities, client groups, facilities to be utilized, staff assignments, and time considerations.
- Participate in evaluation session with supervisor evaluating monthly program.

Field Practicum III

OBJECTIVE 1

Formulates goals and objectives for enhancing practicum experience

1:1 Write general goal statements regarding field practicum

1:2 Writes specific objectives to be accomplished during practicum

1:3 Designs specific learning activities to enable attainment of objectives

SUGGESTED LEARNING ACTIVITIES

- Discuss with instructor and plan competency areas of intended concentration
- Select field practicum site. Discuss goals with supervisor. In conjunction with supervisor and instructor, write objectives to be accomplished. Discuss with supervisor learning activities to be carried out in achievement of objectives.

PART THREE

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Supplementary Resources

1. A Study of the Employability of the Community College Graduate in Therapeutic Recreation (Illinois Community College Project)
2. Therapeutic Recreation Resources (NRPA-BEH Community College Project, National Recreation and Park Association)
3. Fact Sheet on Two Year Colleges (American Association of Community and Junior Colleges)
4. Discrepancy Evaluation (Diane Kyker Yavorsky, Evaluation Research Center, University of Virginia)

APPENDICES

APPENDIX A

Advisory Committees

National Advisory Committee

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David Park, George Washington University
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Dale Brandenburg, Measurement and Research Division, Office of Instructional Resources
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Scott Gunn, University of Illinois
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APPENDIX B

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